



## **Multiple Subject, Literacy with Mathematics**

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# **Assessment Handbook**

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**Version Field Test**

edTPA stems from a twenty-five-year history of developing performance-based assessments of teaching quality and effectiveness. The Teacher Performance Assessment Consortium (Stanford and AACTE) acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. This version of the handbook has been developed with thoughtful input from over six hundred teachers and teacher educators representing various national design teams, national subject matter organizations (ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA, SHAPE America), and content validation reviewers. All contributions are recognized and appreciated.

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# Contents

<b>Purpose and Overview of edTPA Multiple Subject, Literacy with Mathematics .....</b>	<b>1</b>
Purpose .....	1
Overview of the Assessment .....	1
Understanding Rubrics .....	2
Helpful Resources .....	3
<b>Literacy Planning Task 1: Planning for Literacy Instruction and Assessment.....</b>	<b>5</b>
What Do I Need to Do? .....	8
How Will the Evidence of My Teaching Practice Be Assessed? .....	10
Literacy Planning Rubrics .....	11
Rubric 1: Planning for Literacy Learning .....	11
Rubric 2: Planning to Support Varied Student Learning Needs .....	12
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning .....	13
Rubric 4: Identifying and Supporting Language Demands .....	14
Rubric 5: Planning Assessments to Monitor and Support Student Learning.....	15
<b>Literacy Instruction Task 2: Instructing and Engaging Students in Literacy Learning .....</b>	<b>16</b>
What Do I Need to Do? .....	16
How Will the Evidence of My Teaching Practice Be Assessed? .....	17
Literacy Instruction Rubrics .....	18
Rubric 6: Learning Environment .....	18
Rubric 7: Engaging Students in Learning .....	19
Rubric 8: Deepening Student Learning .....	20
Rubric 9: Subject-Specific Pedagogy: Elementary Literacy .....	21
Rubric 10: Analyzing Teaching Effectiveness .....	22
<b>Literacy Assessment Task 3: Assessing Students' Literacy Learning .....</b>	<b>23</b>
What Do I Need to Do? .....	23
How Will the Evidence of My Teaching Practice Be Assessed? .....	24
Literacy Assessment Rubrics .....	25
Rubric 11: Analysis of Student Learning .....	25
Rubric 12: Providing Feedback to Guide Further Learning .....	26
Rubric 13: Student Understanding and Use of Feedback .....	27
Rubric 14: Analyzing Students' Language Use and Literacy Learning .....	28
Rubric 15: Using Assessment to Inform Instruction.....	29
<b>Mathematics Assessment Task 4: Assessing Students' Mathematics Learning .....</b>	<b>31</b>
What Do I Need to Do? .....	31
How Will the Evidence of My Teaching Practice Be Assessed? .....	33
Mathematics Assessment Rubrics .....	34
Rubric 16: Analyzing Whole Class Understandings .....	34
Rubric 17: Analyzing Individual Student Work Samples.....	35
Rubric 18: Using Evidence to Reflect on Teaching .....	36
<b>Elementary Education for California: Literacy with Mathematics Task 4 Evidence Chart 37</b>	
Literacy Planning Task 1: Artifacts and Commentary Specifications .....	37
Literacy Instruction Task 2: Artifacts and Commentary Specifications .....	38
Literacy Assessment Task 3: Artifacts and Commentary Specifications .....	39

Literacy Assessment Task 3: Artifacts and Commentary Specifications (continued).....40

Literacy Assessment Task 3: Artifacts and Commentary Specifications (continued).....41

Mathematics Assessment Task 4: Artifacts and Commentary Specifications .....42

Mathematics Assessment Task 4: Artifacts and Commentary Specifications (continued).....43

Mathematics Assessment Task 4: Artifacts and Commentary Specifications (continued).....44

Mathematics Assessment Task 4: Artifacts and Commentary Specifications (continued).....45

Glossary.....46

**Appendix A: Academic Language..... 50**

**Appendix B: Elementary Literacy Teacher Performance Assessment Learning Segment Considerations..... 51**

# Purpose and Overview of edTPA Multiple Subject, Literacy with Mathematics

## Purpose

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The purpose of edTPA Multiple Subject, Literacy with Mathematics assessment is to measure a candidate's readiness to teach both foundational literacy and mathematics in the elementary grades. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

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

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

## Overview of the Assessment

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This handbook includes all materials, directions, prompts, and rubrics for the four tasks within the edTPA Multiple Subject, Literacy with Mathematics assessment.

The edTPA Multiple Subject, Literacy with Mathematics assessment is composed of four tasks:

**Task 1--Planning for Foundational Literacy Instruction and Assessment**

**Task 2--Instructing and Engaging Students in Foundational Literacy Learning**

**Task 3--Assessing Students' Foundational Literacy Learning**

**Task 4--Assessing Students' Mathematics Learning**

All four tasks are requirements for licensure in California. As you prepare your evidence for these tasks, you will document and demonstrate your teaching and your analysis of student learning.

Your preparation program advisor will advise you when Tasks 1–3 and Task 4 need to be completed to meet program requirements. All tasks must be completed within a formal teaching experience wherein you have regular opportunities to teach lessons and carry out assessments with students. Tasks 1–3 or Task 4 may be completed in either order; however, you must submit all final materials in the same scoring/reporting window as directed by your program.

**For the Elementary Literacy Assessment Tasks**, you will first plan **3–5 consecutive literacy lessons** referred to as a learning segment. Consistent with recommendations provided by the [International Reading Association \(2010\) for literacy professionals](#), the California English Language Arts/English Language Development ([CA ELA/ELD Framework](#)), the [K-12 ELA/Literacy Standards](#), the [California Dyslexia Guidelines](#), and the [Preschool/Transitional Kindergarten Learning Foundations](#) for candidates placed in TK.

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

**For the Elementary Mathematics Assessment Task**, you will develop or adapt a relevant assessment of student learning, analyze student work, and design re-engagement instruction to develop students' mathematics understanding. Consistent with the CA Math Standards, frameworks, and Preschool/Transitional Kindergarten Learning Foundations, candidates' responses to this task should reflect a balanced approach to mathematics, including opportunities for students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills as well as to communicate precisely about their mathematical understanding. This task centers on two high-leverage teaching practices: using assessments to analyze student learning and re-engaging students to develop their understanding of specific mathematical concepts.

If your program requires you to submit artifacts and commentaries for official scoring, refer to [www.edTPA.com](http://www.edTPA.com) for complete and current information before beginning your work and to download templates for submitting materials. The website contains information about the registration process, submission deadlines, submission requirements, withdrawal/refund policies, and score reporting. It also provides contact information should you have questions about your registration and participation in edTPA.

Whether submitting directly to [www.edTPA.com](http://www.edTPA.com) or via your program's electronic portfolio management system, follow the submission guidelines as documented in the Evidence Chart and review [edTPA Submission Requirements](#) to ensure that your materials conform to the required evidence specifications and requirements for scoring.

You will find additional support materials to complete these assessments at the website and from your preparation program advisors.

## Understanding Rubrics

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When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

After each rubric, there is a corresponding section called Understanding Rubric Level Progressions (URLP). The URLP for each rubric presents score-level distinctions and other information for each edTPA rubric, including:

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

### Elementary Literacy Learning Segment Focus

Your learning segment should be based on high-quality, evidence-based literacy instruction that supports the development of foundational skills to all students, including a multi-tiered system of support for those with reading difficulties, English learners, and those with exceptional needs, in meaningful contexts.

## Helpful Resources

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

- [edTPA Multiple Subjects, Literacy with Mathematics Evidence Chart](#): specifications for electronic submission of evidence (artifacts and commentaries), including templates, supported file types, number of files, response length, and other important evidence specifications
- **Glossary**: definitions of key terms can be accessed by referring to [the edTPA Multiple Subjects, Literacy with Mathematics Glossary](#)

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





## Tasks 1-3: Multiple Subject, Literacy

The three Elementary Foundational Literacy Tasks begin on the next page of this handbook. For the Elementary Foundational Literacy Tasks, you will document a cycle of teaching (for a learning segment of 3–5 lessons) that includes planning, instruction, and assessment of student learning, and analysis of your teaching, with attention to students' academic language development and use.

The three Elementary Foundational Literacy Tasks can be completed before or after you complete the Elementary Mathematics Assessment Task, but materials for **ALL** tasks must be submitted for official scoring during the same scoring/submission window.

Check with your preparation program advisor before completing or submitting your edTPA evidence.



# Literacy Planning Task 1: Planning for Literacy Instruction and Assessment

Your literacy learning segment for Tasks 1-3 should be based on high-quality, evidence-based literacy instruction that supports the development of **foundational skills to all students**, including a multi-tiered system of support (MTSS) for those with reading difficulties, English learners, and those with exceptional needs.

Throughout your learning segment, you should demonstrate your understanding of the **connections among foundational skills** (print concepts; phonological awareness; phonics and word recognition; decoding and encoding; morphological awareness; and text reading fluency), **language development** (vocabulary knowledge and use; grammatical structures; and discourse-level understandings), and **cognitive skills** (reasoning; inferencing; perspective taking; and critical reading, writing, listening, and speaking across the disciplines) **that support students** as they learn to read and write increasingly complex disciplinary texts with meaning making and effective expression.

## Understanding High-Quality, Evidence-Based Literacy Instruction and Language Development in edTPA

**High-quality, evidence-based instruction** is rigorous, is aligned with content standards, and uses instructional strategies distributed appropriately and sufficiently across students and stages of learning. It is a research-based system of explicit literacy instruction that leverages practices that have been shown to improve learning.

It is through high-quality, evidence-based instruction that candidates build student self-efficacy by providing respectful, rigorous, structured, and equitable mastery experiences that allow students to engage purposefully with content

High-quality, evidence-based literacy instruction includes a crosscut of the five themes of the ELA/ELD framework, the four strands of the ELA standards, and the three parts of the ELD Standards. See Appendix A for descriptions of the crosscut.

**In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.**

## Integrating Across All Disciplines

Your literacy learning segment is intended to measure effective means of teaching literacy across all disciplines. Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, visual, and multimodal communication.

## Meaning Making

Meaning making is the process by which learners make connections with experiences and actively construct knowledge by engaging with content in a meaningful and relevant way. It is the central purpose for interacting with and interpreting texts, composing texts, participating in research, joining in discussions, speaking with others, and listening to, viewing, and giving presentations.

You should engage students in **meaning making** by building on prior knowledge and by using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension.

Teaching strategies should be used across the instructional cycle that promote meaning making as students engage with text as readers and writers.

## Foundational Skills

Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Effective instruction in foundational skills is structured and organized as well as direct, systematic, and explicit.

The acquisition of the **foundational skills**<sup>1</sup> enables students to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others.

Foundational skills instruction should be based on students' previous literacy experiences in their home languages and dialects. Instruction should be differentiated using guidance from the ELA/ELD Framework, including knowledge of cross-language transfer between the home languages and English. Candidates placed in TK should provide instruction within the [Language and Literacy Development domain](#).

Within your edTPA, you must 1) **provide instruction in foundational skills** that emphasize print concepts, phonological awareness, phonics, spelling, and word recognition, decoding and encoding, morphological awareness, and/or text reading fluency, 2) **advance students' progress in the elements of foundational skills, language, and/or cognitive skills** that support them as they read and write increasingly complex disciplinary texts with meaning making and effective expression, and 3) **support the teaching of literacy** that integrates reading, writing, listening, and speaking in discipline specific ways.

## Multi-Tiered System of Support

A **multi-tiered system of support (MTSS)** is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective. When implemented appropriately, [MTSS](#) includes instruction for students whose literacy skills are not progressing as expected toward grade-level standards.

## Language Development

Language is the cornerstone of literacy and learning. It is with and through language that students learn; think; and express information, ideas, perspectives, and questions. Students enrich their language as they read, write, speak, and listen; interact with one another and learn about language; and engage with rich content in all disciplines.

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<sup>1</sup> [Foundational Skills - Curriculum Frameworks \(CA Dept of Education\)](#)

**Language Development** is the oral and written language, including discipline-specific academic language, used for meaning making, and is used to engage students in learning. Instruction leverages students' existing linguistic repertoires, including home languages and dialects, and accepts and encourages translanguaging.

High-quality, evidenced-based literacy instruction promotes students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures, and discourse-level understandings (see Academic Language section) as students read, listen, speak, and write with comprehension and effective expression.

**Language Development Supports** are the planned scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines (Santos, Darling-Hammond, Cheuk, 2012).

Language development supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary/symbols, language function, active listening, grammatical structures and written, visual, or verbal communication) to deepen content understandings. See the Academic Language section below for further details.

### **Effective Expression**

Each strand of the ELA/literacy standards and each part of the ELD standards includes attention to **effective expression**. Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence, or evoke responses from readers. They learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the purpose, audience, context, and task.

### **Academic Language**

**Academic Language** is the oral and written language used for meaning making. It is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in the content area in meaningful ways.

When completing your edTPA, you must consider the academic language **demands** present throughout the learning segment in order to support student disciplinary literacy learning. The **language demands** include language **functions**, **vocabulary/symbols**, **active listening**, **grammatical structures**, and **written, visual, or verbal communication**.

## What Do I Need to Do?

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- **Select a class.** If you teach more than one class, select one focus class for this assessment. If your placement for elementary literacy has you responsible for a group rather than a whole class, plans should describe instruction for that group (**minimum of 4 students**). That group will constitute “the whole class” for edTPA Tasks 1–3.
- **Within your edTPA**, you must support 1) English learners, 2) students with disabilities in the general education classroom, and 3) students from underserved education groups and/or groups that need to be served differently.
  - If you do not have any English learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.
  - Evidence of support for English learners, students with disabilities in the general education classroom, and students from underserved education groups and/or groups that need to be served differently. You need to meet these requirements only once across your edTPA Tasks 1–4 explicitly within artifacts/commentaries.
  - It is possible for one student to represent multiple criteria.
- As you select your class, consider which 3 focus students you might choose for Task 3 (see Task 3 for more information).
- **Provide context information.** Use the Multiple Subject, Literacy Context for Learning Information template to provide essential information about your students and your school/classroom. The context information you submit should be **no more than 4 pages, including prompts**.
- **Identify a learning segment of 3–5 consecutive lessons to plan, teach, and analyze for your edTPA.**
  - Review the curriculum with your cooperating teacher/mentor and select a learning segment.
- Identify the following for your learning segment:
  - a. **one central focus** (e.g., the overall theme of your learning segment)
  - b. **one example** of high-quality, evidence-based literacy instruction that supports the development of foundational skills for all students

**NOTE:** Your central focus might overlap with the identified high-quality, evidence-based literacy instruction.

- Determine the **content standards and objectives** for student learning that the high-quality, evidence-based literacy instruction will address.
- You must demonstrate an understanding of a **multi-tiered systems of support** that integrates data and instruction to maximize student achievement and support students’ social, emotional, and behavior needs from a strengths-based perspective.
- If your teaching placement requires that you teach literacy embedded in another subject area (e.g., social studies or science), your standards, objectives, and learning tasks **must address high-quality, evidence-based disciplinary literacy instruction**. *Simply having students read while learning content in another subject area will not satisfy the requirements for the edTPA Multiple Subjects, Literacy with Mathematics.*

- Select a **key language demand** from your learning objectives. Choose a learning task from your learning segment that provides opportunities for students to practice using that language demand. Identify additional language demands associated with that task. Plan targeted language development supports that address all identified language demands.
  - Meaning making -- provide students with opportunities to interact with a range of print and digital, high-quality literary and informational texts that are culturally and linguistically relevant, inclusive, and affirming as listeners, readers, speakers, and writers and to share their understandings, insights, and responses in collaboration with others.
  - For each learning task, you will decide which language demands are **most** relevant to your high-quality, evidence-based literacy instruction.

See the Multiple Subject, Literacy with Mathematics Task 4 glossary and the corresponding Understanding Rubric Level Progressions for [Rubric 4](#) and [Rubric 14](#) for additional examples of language demands.

- **Write a lesson plan for each lesson** in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them. Be sure to number your lesson plans.
- Your lesson plans must include the following information, even if your teacher preparation program/placement requires you to use a specific lesson plan format:
  - CA ELA/Literacy academic content standards<sup>2</sup> that are the target of student learning (Note: Please include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
  - CA English Language Development (ELD) standards<sup>3</sup>
  - Learning objectives and learning goals associated with the content standards
  - Language objectives associated with the content standards
  - Formative and summative assessments used to monitor student learning, including type(s) of assessment and what is being assessed
  - Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs
  - Instructional resources and materials used to engage students in learning
- **Each lesson plan must be no more than 4 pages in length.** You will need to condense or excerpt lesson plans longer than 4 pages. Any explanations or rationale for decisions should be included in your Literacy Planning Commentary and deleted from your plans.
- **Respond to the prompts** in the Planning Commentary template **prior to teaching the learning segment.**
- **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in the Literacy Instruction Task 2 and Assessment Task 3 Commentaries.

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<sup>2</sup> <https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

<sup>3</sup> <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

- **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.
- **Submit blank copies of all written assessments and/or directions for any oral or performance assessments.** Do not submit student work samples for this task.
- **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Literacy Planning Commentary. Note: Citations do not count toward the commentary page limit.

See the [Literacy Planning Task 1: Artifacts and Commentary Specifications](#) in the edTPA Multiple Subject, Literacy with Mathematics Task 4 Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. **Your evidence cannot contain hyperlinked content.** Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

## How Will the Evidence of My Teaching Practice Be Assessed?

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



# Literacy Planning Rubrics

## Rubric 1: Planning for Literacy Learning

How do the candidate's plans build students' understanding of high-quality, evidence-based literacy instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate's plans for instruction <b>show minimal attention to literacy instruction</b> that supports the development of foundational skills.</p> <p><b>OR</b></p> <p>There are <b>significant content inaccuracies</b> that will lead to student misunderstandings.</p> <p><b>OR</b></p> <p>Standards, objectives, and learning tasks and materials are not aligned with each other.</p>	<p>Candidate's plans for instruction <b>support student learning of skills</b> with <b>vague</b> connections to literacy instruction that is high quality and evidence based.</p>	<p>Candidate's plans for instruction <b>build on each other to support learning</b> of literacy that is high quality and evidence based.</p>	<p>Candidate's plans for instruction <b>consistently</b> build on each other to support learning of literacy that is high quality and evidence based.</p>	<p>Candidate's plans for instruction <b>explicitly show how they build on each other to support literacy learning that is high-quality and evidence based.</b></p>

## Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of their students and a multi-tiered system of support (MTSS) to target students' literacy learning?

Level 1	Level 2	Level 3	Level 4	Level 5
There is <b>no evidence of MTSS</b> implementation across the learning segment.	The MTSS <b>loosely supports students to reach learning objectives for the learning segment.</b>	The MTSS supports students to reach learning objectives <b>with attention to the characteristics of the class as a whole (Tier 1).</b>	The MTSS supports students to reach learning objectives.  Supports address characteristics of the class as a whole (Tier 1)  <b>AND</b> <b>address the needs of groups with similar needs (Tier 2).</b>	<b>Level 4 plus:</b> <b>The MTSS includes specific strategies to identify and respond to</b> characteristics of the class as a whole (Tier 1), groups with similar needs (Tier 2), <b>and the needs of specific individuals (Tier 3) to meet students' language and literacy development or literacy goals</b>  <b>AND</b> <b>is reflective of social and emotional learning or trauma-informed practices.</b>

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

How does the candidate use knowledge of their students, research, and/or theory to justify instructional plans?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's justification of instructional decision making is either <b>missing</b> <b>OR</b> <b>represents a deficit view</b> of students and their backgrounds.	<p>Candidate's justification of instructional decision making is <b>limited to attention</b> to students'</p> <ul style="list-style-type: none"> <li>• <b>prior academic learning</b></li> <li><b>OR</b></li> <li>• <b>personal, cultural, linguistic, or community strengths.</b></li> </ul>	<p>Candidate's justification of instructional decision making <b>makes general connections to students'</b></p> <ul style="list-style-type: none"> <li>• prior academic learning</li> <li><b>OR</b></li> <li>• personal, cultural, linguistic, or community strengths.</li> </ul> <p><b>Candidate makes superficial connections to research and/or theory.</b></p>	<p>Candidate's justification of instructional decision making makes <b>clear connections to students'</b></p> <ul style="list-style-type: none"> <li>• prior academic learning</li> <li><b>AND</b></li> <li>• personal, cultural, linguistic, or community strengths.</li> </ul> <p>Candidate makes <b>clear connections</b> to research and/or theory.</p>	<p><b>Level 4 plus:</b> Candidate's justifications of instructional decision-making includes:</p> <ul style="list-style-type: none"> <li>• <b>knowledge of individual students'</b> prior academic learning</li> <li><b>AND</b></li> <li>• <b>knowledge of individual students'</b> personal, cultural, linguistic, or community strengths.</li> </ul>

## Rubric 4: Identifying and Supporting Language Development

How does the candidate identify and support language demands associated with a key literacy learning task that allow students to communicate independently?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Language demands identified by the candidate are <b>not consistent with the selected key literacy learning task</b>.</p> <p><b>OR</b></p> <p>Language development supports are missing or are not aligned with the identified key literacy learning task.</p>	<p><b>Language development supports for students to independently communicate primarily address one language demand</b> (function, vocabulary/symbols, active listening, grammatical structures, or written, visual, or verbal communication).</p>	<p><b>General language development supports</b> for students to independently communicate <b>address use of two or more language demands</b> (function, vocabulary/symbols, active listening, grammatical structures, or written, visual, or verbal communication).</p>	<p><b>Targeted language development supports</b> for students to independently communicate address use of <b>three or more language demands</b> (function, vocabulary/symbols, active listening, grammatical structures, or written, visual, or verbal communication).</p>	<p><b>Level 4 plus:</b></p> <p>Language supports are differentiated for individual students (e.g., supports <b>designed to leverage students' existing linguistic repertoires, including home languages and dialects</b></p> <p><b>OR</b></p> <p><b>accepts and encourages translanguaging.</b></p>

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

**How are the formative and summative assessments selected or designed to monitor students' understanding of literacy learning?**

Level 1	Level 2	Level 3	Level 4	Level 5
The assessments do not measure students' understanding of literacy learning <b>OR</b> Candidate does not attend to <b>ANY ASSESSMENT</b> requirements for students with specific learning needs.	The assessments <b>provide limited evidence</b> to monitor students' <b>understanding</b> of literacy learning.	The assessments <b>throughout the learning segment provide evidence</b> to monitor students' understanding of literacy learning.	The assessments throughout the learning segment provide <b>multiple forms of evidence</b> to monitor students' understanding of literacy learning.	<b>Level 4 plus:</b> The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.

# Literacy Instruction Task 2: Instructing and Engaging Students in Literacy Learning

## What Do I Need to Do?

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- **Obtain required permission for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
- **Examine your plans for the learning segment** and identify challenging learning tasks in which you and students are actively engaged. The video clips you select for submission should provide a sample of how you interact with students to engage with high-quality, evidence-based literacy learning that supports the development of foundational skills.
- **Identify lessons to videorecord.**
- **Provide 1-2 video clips (together totaling no more than 20 minutes, but not less than 3 minutes)** that demonstrate how you interact with students in a positive environment to engage with high-quality, evidence-based literacy instruction that supports the development of foundational skills. The two clips can come from the same or two different lessons in the learning segment. **Across the two clips**, your evidence must demonstrate the following:
  - how you actively engage students in high-quality, evidence-based literacy learning that supports the development of foundational skills to develop effective expression and meaning making
  - how you elicit student responses to promote thinking while supporting the development of foundational literacy in a meaningful context
- Consider video evidence to show students' use of targeted academic language. In Task 3, you will be asked to provide evidence of students' targeted academic language use. Your evidence may come from video clips and/or student work samples (see Task 3).
  - a. Video clips: If you choose to submit video evidence of students' academic language use, determine if you will refer scorers to your video evidence you will submit in Task 2, or if you will submit an additional video clip (**no more than 5 minutes in length**). If you choose to submit additional video evidence, be sure to videorecord the relevant instruction from the learning segment.
  - b. Student work samples: If you choose to submit student work samples as your evidence of students' language use, you will review those directions in Task 3.
- Determine whether you will feature the whole class or a targeted group of students (minimum of 4 students) within the class.
- Videorecord your classroom teaching. Tips for videorecording your class are available from your teacher preparation program.
- Select video clips to submit and verify that the clips meet the following requirements:



- Ensure that you and your students can be seen in the video clips you submit. Also, ensure that your face appears at least once in the video for identification purposes.
- Check the sound quality to ensure that you and your students can be heard on the video clips you submit. If most of the audio in a clip cannot be understood by a scorer, **submit another clip**. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
- A video clip must be continuous and unedited, with no interruption in the events.
- If you have inadvertently included individuals for whom you do not have permission to film in the video clips you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clips, including the classroom, your face, and the faces of individuals for whom you have obtained permission to film, should remain unblurred.
- Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.
- **Respond to the prompts** in the Instruction Commentary template **after viewing the video clips**.
- **Determine if additional information is needed to understand what you and the students are doing in the video clips.** For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, you may insert digital copies or transcriptions at the end of the Literacy Instruction Commentary (**no more than 2 pages in addition to the responses to commentary prompts**).

See the [Literacy Instruction Task 2: Artifacts and Commentary Specifications](#) in the edTPA Multiple Subject, Literacy with Mathematics Task 4 Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. **Your evidence cannot contain hyperlinked content.** Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

## How Will the Evidence of My Teaching Practice Be Assessed?

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For Literacy Instruction Task 2, your evidence will be assessed using rubrics 6–10, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, instruction, and writing.

## Literacy Instruction Rubrics

### Rubric 6: Learning Environment

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The clips reveal evidence of <b>disrespectful interactions</b> between teacher and students or between students.</p> <p><b>OR</b></p> <p>Candidate allows disruptive behavior to interfere with student learning.</p>	<p><b>The candidate demonstrates respect for students.</b></p> <p><b>AND</b></p> <p>Candidate provides a learning environment that serves primarily to control student behavior and minimally supports the learning goals.</p>	<p>The candidate demonstrates <b>rapport with</b> and respect for students.</p> <p><b>AND</b></p> <p>Candidate provides a positive, low-risk learning environment that reveals mutual respect among students.</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p><b>AND</b></p> <p>Candidate provides a <b>challenging learning environment that promotes</b> mutual respect among students.</p>	<p><b>Level 4 plus:</b></p> <p><b>The candidate is reflective of culturally and linguistically affirming and sustaining practices</b></p> <p><b>OR</b></p> <p><b>social and emotional learning or trauma-informed practices</b></p>

## Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in high-quality, evidence-based literacy learning that supports the development of foundational skills with effective expression and meaning making?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Little to no evidence of student <b>participation in high-quality, evidence-based literacy learning.</b></p> <p>There is <b>little or no evidence</b> that the <b>candidate links learning to effective expression or meaning making.</b></p>	<p>Students <b>are participating</b> in high-quality, evidence-based literacy learning tasks.</p> <p>Candidate <b>vaguely or superficially links learning to</b> effective expression <b>OR</b> meaning making.</p>	<p>Students <b>are engaged</b> in high-quality, evidence-based literacy learning tasks.</p> <p>Candidate <b>clearly</b> links learning to effective expression <b>OR</b> meaning making.</p>	<p>Students are engaged in high-quality, evidence-based literacy learning tasks <b>that promote</b> understanding of <b>prior literacy learning.</b></p> <p>Candidate clearly links learning to effective expression <b>AND</b> meaning making.</p>	<p>Students are engaged in high-quality, evidence-based literacy learning tasks that <b>integrate and deepen</b> their understanding and <b>application</b> of prior literacy learning.</p> <p>Candidate <b>prompts students to link</b> learning to effective expression <b>AND</b> meaning making.</p>

Rubric 8: Deepening Student Learning

How does the candidate elicit student responses to promote thinking while supporting the development of foundational literacy skills?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does most of the talking and the students provide few responses.</p> <p><b>OR</b></p> <p>Candidate responses include <b>significant content inaccuracies</b> that will lead to student misunderstandings.</p>	<p>Candidate <b>primarily asks surface-level questions</b> and evaluates student responses as <b>correct or incorrect</b>.</p>	<p>Candidate <b>elicits student responses to support the development of foundational literacy skills</b>.</p>	<p>Candidate elicits and <b>builds on students' responses to explicitly clarify or extend</b> the development of foundational literacy skills.</p>	<p><b>Level 4 plus:</b></p> <p>Candidate <b>differentiates supports for students with specific learning needs to support</b> the development of foundational literacy skills.</p>

## Rubric 9: Subject-Specific Pedagogy: Elementary Literacy

How does the candidate support the development of foundational literacy in a meaningful context?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate video evidence <b>does not address foundational literacy</b> that supports the development of reading.</p> <p><b>OR</b></p> <p>There is a <b>clear mismatch</b> between or among foundational literacy learning and students' readiness to learn.</p> <p><b>OR</b></p> <p>Materials used in the clips <b>include significant content inaccuracies</b> that will lead to student misunderstandings.</p>	<p>Candidate teaches students foundational literacy <b>without opportunities for students to practice or apply it.</b></p>	<p>Candidate models how to apply foundational literacy understanding <b>with limited opportunities for students to practice or apply it in a meaningful context.</b></p>	<p>Candidate models and explicitly supports students to apply foundational literacy understanding with opportunities for <b>guided practice and application</b> in a meaningful context.</p>	<p><b>Level 4 plus:</b></p> <p><b>Candidate promotes students' content knowledge by engaging students in foundational literacy instruction that integrates reading, writing, listening, and speaking in discipline-specific way.</b></p>

## Rubric 10: Analyzing Teaching Effectiveness

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

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate suggests changes unrelated to evidence of student learning.	Candidate <b>proposes changes to teacher practice that are superficially related to student learning needs</b> (e.g., task management, pacing, improving directions).	Candidate proposes changes that address <b>students' collective learning needs related to literacy learning</b> .  Candidate makes <b>superficial connections to research, or theory or MTSS</b> .	Candidate proposes changes that address <b>individual and collective learning needs</b> related to literacy learning.  Candidate makes <b>clear connections</b> to research, or theory or MTSS.	<b>Level 4 plus:</b> Candidate <b>justifies changes based on MTSS</b> . <b>Support examples are provided for best first instruction (Tier 1), AND targeted, supplemental support for groups (Tier 2), AND intensive intervention for individuals (Tier 3).</b>



# Literacy Assessment Task 3: Assessing Students' Literacy Learning

## What Do I Need to Do?

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- **Select one formative or summative assessment from your learning segment you will use** to evaluate your students' developing knowledge and skills. It should be an assessment that is completed by the whole class featured in the learning segment. (If you are teaching only a group within the class for the learning segment, that group will be "the whole class.") The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for all students to demonstrate literacy learning that supports the development of reading skills.
- **Define and submit the evaluation criteria** you will use to analyze student learning related to the literacy understandings described above.
- **Collect and analyze student work** from the selected assessment to identify quantitative and qualitative patterns of learning within and across learners in the class. You may submit text files with scanned student work **OR**, for oral assessments of primary grade students (e.g., reading aloud, dictating text, or orally demonstrating a literacy strategy or skill), a video or audio file. (Note that the oral assessment must be given to the whole class, though not necessarily at the same time.) For each focus student, a video or audio work sample must be no more than 5 minutes in total running time.
- **Select 3 student work samples—one from each focus student**—that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) from your assessment analysis.
  - **At least one of the focus students must have an identified learning need**, for example: English learners, students from underserved education groups or groups that need to be served differently, a student with an IEP (Individualized Education Program) or 504 plan, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge.
  - If you do not have a student with an identified learning need select a student receiving tiered support within the classroom or a student who often struggles with the content
- **Document the feedback** related to the identified literacy learning you provided to each of the **3 focus students** on the work sample itself, as an audio clip, or as a video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.
- If you submit a student work sample or feedback as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Literacy Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

- If you submit a student work sample or feedback as a video or audio clip and additional students are present, clearly identify which students are your focus students in the relevant prompts (1d and 2a) of the Literacy Assessment Commentary (**in no more than 2 sentences**).
- **Respond to the prompts** in the Literacy Assessment Commentary template **after analyzing student work from the selected assessment**.
- **Include and submit the chosen assessment, including the directions/prompts provided to students**. Attach the assessment (**no more than 5 additional pages**) to the end of the Literacy Assessment Commentary.
- **Provide evidence of students' use of the targeted academic language demands (language function, vocabulary/symbols, active listening, grammatical structures and written, visual, or verbal communication)**. You may refer to evidence from video clips submitted in Literacy Instruction Task 2, submit an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** student work samples submitted in Literacy Assessment Task 3.

See the [Literacy Assessment Task 3: Artifacts and Commentary Specifications](#) in the edTPA Multiple Subject, Literacy with Mathematics Task 4 Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

## How Will the Evidence of My Teaching Practice Be Assessed?

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

## Literacy Assessment Rubrics

### Rubric 11: Analysis of Student Learning

How does the candidate analyze evidence of student learning related to the identified literacy learning that supports language development?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The analysis is <b>superficial or not supported</b> by either student <b>work samples</b> or the <b>summary of student learning</b>.</p> <p><b>OR</b></p> <p>The evaluation criteria are not aligned with the learning objectives and/or analysis.</p> <p><b>OR</b></p> <p>The analysis is not aligned with the learning objectives.</p>	<p>The analysis focuses on <b>what students did right OR wrong</b> related to the identified literacy learning that supports Language development.</p>	<p>The analysis focuses on what students did right <b>AND</b> wrong.</p> <p><b>AND</b></p> <p>Analysis includes some differences in whole class learning related to the identified literacy learning that supports language development.</p>	<p>The analysis uses specific examples from work samples to demonstrate patterns of literacy learning that support language development consistent with the summary.</p> <p><b>AND</b></p> <p>Patterns of learning are described for the whole class.</p>	<p>Analysis uses specific evidence from work samples to <b>demonstrate the connections between</b> quantitative and qualitative patterns of learning for individuals or groups.</p>

## Rubric 12: Providing Feedback to Guide Further Learning

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Feedback is unrelated to the literacy learning objectives <b>OR</b> is developmentally inappropriate. <b>OR</b> Feedback contains significant content inaccuracies. <b>OR</b> No feedback is provided to one or more focus students.</p>	<p>Feedback is general and addresses needs <b>AND/OR</b> strengths related to the literacy learning objectives.</p>	<p>Feedback is specific and addresses either needs <b>OR</b> strengths related to the literacy learning objectives.</p>	<p>Feedback is specific and addresses both strengths <b>AND</b> needs related to the literacy learning objectives.</p>	<p>Level 4 plus: Feedback for one or more focus students</p> <ul style="list-style-type: none"> <li>provides literacy instruction to address an individual learning need <b>OR</b></li> <li>makes connections to prior literacy learning or experience to improve literacy learning.</li> </ul>

### Rubric 13: Student Understanding and Use of Feedback

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

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

## Rubric 14: Analyzing Students' Language Use and Literacy Learning

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

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



## Rubric 15: Using Assessment to Inform Instruction

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Next steps <b>do not follow</b> from the analysis.</p> <p><b>OR</b></p> <p>Next steps are <b>not relevant to the literacy learning objectives assessed.</b></p> <p><b>OR</b></p> <p>Next steps are <b>not described in sufficient detail</b> to understand them.</p>	<p>Next steps primarily <b>focus on changes to teaching practice that are superficially related to student literacy learning needs.</b></p>	<p>Next steps <b>provide general support that improves student learning related to literacy learning.</b></p>	<p>Next steps provide <b>targeted</b> support to individuals <b>OR</b> groups to improve student learning related to literacy learning.</p>	<p>Next steps provide targeted support to groups <b>AND</b> individuals <b>based on a MTSS (Tier 2 and Tier 3).</b></p>
		<p>Next steps are <b>loosely connected with research, or theory, or MTSS.</b></p>	<p>Next steps are <b>connected</b> with research, or theory, or MTSS.</p>	<p>Next steps are connected with research, or theory, or MTSS.</p>



## Task 4: Multiple Subject, Mathematics

Elementary for California Mathematics Assessment Task materials begin on the next page of this handbook. Mathematics Assessment Task 4 requires you to analyze evidence of student learning of mathematics from one assessment completed by a whole class of students. The assessment must come from a learning segment of 3–5 lessons taught by you or the classroom teacher and, based on your analysis from the assessment, you must plan and teach a re-engagement lesson that addresses your students' learning needs.

Mathematics Assessment Task 4 can be completed before or after you complete Elementary Foundational Literacy Tasks 1–3, but materials for **BOTH** assessments must be submitted for official scoring during the same scoring/submission window.

# Mathematics Assessment Task 4: Assessing Students' Mathematics Learning

## What Do I Need to Do?

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### Setting the Context

- **Select a class.** If you teach more than one class, select one focus class for this task. If your placement for elementary mathematics has you responsible for a group rather than a whole class, plans should describe instruction for that group (**minimum of 4 students**). That group will constitute “the whole class” for edTPA Mathematics Assessment Task 4. **At least one of the focus students must have an identified learning need** (for example, an English learner, a student with an IEP [Individualized Education Program] or 504 plan, a student who struggles with reading, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge).
- **Note:** Within your edTPA, you must include an English learner, a student with an identified disability, and a student from an underserved education group. You only need to meet this requirement once across your edTPA Tasks 1–4.<sup>4</sup>
- **Provide context information.** Use the **Elementary for California Mathematics Context for Learning Information** template to provide essential literacy information about your students and your school/classroom. The context information you submit should be **no more than 4 pages, including prompts**.
- **Identify a learning segment.** Review the curriculum with your cooperating teacher and select a learning segment of **3–5 consecutive lessons** that will include the student formative assessment you will analyze for this task.
- **Identify a central focus** along with the content standards and objectives taught in the learning segment and assessed in this task. The central focus is a theme of the learning segment that supports students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills.
- **Briefly describe the instruction** preceding the formative assessment using the **Elementary for California Mathematics Learning Segment Overview (no more than 2 pages)**.

### Analyzing Student Work

- **Develop or adapt a formative assessment** that will allow you to assess whole class learning. It should be an assessment that is completed by the whole class featured in a learning segment. (If you are teaching only a group within the class for the learning segment, that group will be “the whole class.”) The formative assessment should reflect the

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<sup>4</sup> If you do not have any English learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate:

- conceptual understanding
- computational/procedural fluency
- mathematical reasoning/problem-solving skills
- **Submit a blank copy** of the chosen formative assessment, including directions/prompts provided to the students.
- **Define the evaluation criteria** you will use to analyze student learning related to the mathematical understanding described above for the formative assessment.
- **Collect and analyze student work** from the chosen formative assessment and summarize student learning in graphic (chart or table) or narrative form to identify patterns of learning within and across learners in the class. You may submit text files with scanned student work **OR**, for oral assessments of primary grade students (e.g., counting), a video or audio file. (Note that the oral assessment must be given to each student in the whole class, though not necessarily on the same day.) For each focus student, a video or audio work sample must be no more than 5 minutes in total running time.
- **Select and submit 3 work samples that demonstrate an area of struggle identified in your analysis and analyze the errors or misconceptions related to the struggle.**

## Re-engaging Students in Learning Mathematics

- **Identify a targeted learning objective/goal** based on the analysis of student work samples.
- **Design a re-engagement lesson** based on the targeted learning objective/goal.
- **Teach the re-engagement lesson.** The lesson may be planned to teach the 3 focus students during one-on-one, small group, or whole class implementation.
- **Collect and submit the 3 focus students' work samples** from the re-engagement lesson that provide new evidence of student mathematical understanding (formative assessment). You may submit text files with scanned student work **OR**, for oral assessments of primary grade students (e.g., counting), a video or audio file. (Note that the oral assessment must be given to each student participating in the class re-engagement lesson, though not necessarily on the same day.) For each focus student, a video or audio work sample must be no more than 5 minutes in total running time.
- **Evaluate the effectiveness of the re-engagement lesson** and consider its impact on student learning.

See the [Mathematics Assessment Task 4 Artifacts and Commentary Specifications](#) in the Elementary Education for California: Literacy with Mathematics Task 4 Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

If you submit a student work sample as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Mathematics Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing). If you submit a student work sample as a video or audio clip and additional students are present, clearly identify which students are your focus student(s) in the applicable Mathematics Assessment Commentary prompt (**in no more than 2 sentences**).

## How Will the Evidence of My Teaching Practice Be Assessed?

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For Mathematics Assessment Task 4, your evidence will be assessed using rubrics 16–18, which appear on the following pages. When preparing your artifacts and commentary, refer to the rubrics frequently to guide your thinking, planning, and writing.

## Mathematics Assessment Rubrics

### Rubric 16: Analyzing Whole Class Understandings

How does the candidate analyze whole class evidence to identify patterns of student learning?

Level 1	Level 2	Level 3	Level 4	Level 5
The evaluation criteria, learning objectives, summary, and/or analysis <b>are not aligned with each other.</b>	Candidate identifies what students did <b>right OR wrong</b> related to <ul style="list-style-type: none"> <li>conceptual understanding,</li> <li>procedural fluency, <b>OR</b></li> <li>mathematical reasoning/problem solving.</li> </ul>	Candidate identifies what students did <b>right AND wrong</b> related to <ul style="list-style-type: none"> <li>conceptual understanding <b>AND</b></li> <li>procedural fluency or mathematical reasoning/problem solving.</li> </ul>	Candidate identifies and <b>explicitly connects patterns of learning</b> to <ul style="list-style-type: none"> <li>conceptual understanding <b>AND</b></li> <li>procedural fluency or mathematical reasoning/problem solving.</li> </ul>	<b>Level 4 plus:</b> Candidate describes the <b>relationship between or among patterns of learning.</b>
<b>There are significant content inaccuracies that affect analysis.</b>				

## Rubric 17: Analyzing Individual Student Work Samples

How does the candidate use student work to analyze mathematical errors, confusions, and partial understandings?

Level 1	Level 2	Level 3	Level 4	Level 5
The analysis is <b>not supported</b> by student work samples.	Candidate selects student work samples that are <b>loosely connected</b> to identified student struggles (errors, confusions, or partial understandings).	Candidate <b>uses evidence from the 3 focus student work samples to identify the specific</b> student struggles (errors, confusions, or partial understandings).	Candidate uses evidence from the 3 focus student work samples to <b>explain</b> the student struggles (errors, confusions, or partial understandings) <b>in relation to the related mathematical concepts</b> .	<b>Level 4 plus:</b> Analysis includes <b>explicit connections between the identified area of struggle and underlying mathematical understandings and misconceptions</b> .

## Rubric 18: Using Evidence to Reflect on Teaching

How does the candidate examine the re-engagement lesson to further student learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate <b>states whether or not the re-engagement strategy was effective without providing evidence from student work samples.</b></p> <p><b>OR</b></p> <p>What the candidate cites as evidence of student learning <b>does not align with the student work samples.</b></p> <p><b>OR</b></p> <p>Targeted learning objective/goal is not aligned with the identified area of struggle.</p>	<p>Candidate states whether or not the re-engagement strategy was effective and <b>provides superficial evidence</b> from student work samples.</p>	<p>Candidate <b>uses evidence of student learning from the 3 student work samples to describe whether or not the re-engagement strategy was effective.</b></p>	<p>Candidate uses <b>specific evidence</b> of student learning from the 3 student work samples <b>to evaluate</b> whether or not the re-engagement strategy was effective.</p>	<p><b>Level 4 plus:</b></p> <p>Candidate <b>analyzes the change in student mathematical understanding or misconceptions</b> using evidence from the re-engagement lesson.</p>



# Elementary Education for California: Literacy with Mathematics Task 4 Evidence Chart

Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications. Note that your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements. If you have materials in languages other than English or Spanish, these must be translated into English as per the [edTPA Submission Requirements](#). Those translations should be added to the original materials as part of the same file or, if applicable, to the end of the commentary template. There is no page limit for required translations into English.

## Literacy Planning Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Literacy Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	<b>No more than 4 pages</b> , including prompts	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> </ul>
Part B: Lesson Plans for Learning Segment	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages per lesson	<ul style="list-style-type: none"> <li>Submit 3–5 lesson plans in 1 file.</li> <li>Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.).</li> <li>All rationale or explanation for plans should be written in the Literacy Planning Commentary and removed from lesson plans.</li> </ul>
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	<b>No more than 5 pages of KEY</b> instructional materials per lesson plan	<ul style="list-style-type: none"> <li>Submit all materials in 1 file.</li> <li>Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.).</li> <li>Order materials as they are used in the learning segment.</li> </ul>
Part D: Literacy Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	<ul style="list-style-type: none"> <li>Submit assessments in 1 file.</li> <li>Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.).</li> <li>Order assessments as they are used in the learning segment.</li> </ul>
Part E: Literacy Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<b>No more than 9 pages</b> of commentary, including prompts	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> <li>Respond to prompts before teaching the learning segment.</li> </ul>

## Literacy Instruction Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video Clips <sup>5</sup>	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	2	2	<b>No more than 20 minutes total running time</b> (but not less than 3 minutes)	<ul style="list-style-type: none"> <li>Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear on the video.</li> <li>Refer to <a href="#">Literacy Instruction Task 2, What Do I Need to Do?</a> for video clip content and requirements.</li> <li>When naming each clip file, include the number of the lesson shown in the video clip.</li> </ul>
Part B: Literacy Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<b>No more than 6 pages</b> of commentary, including prompts  If needed, <b>no more than 2 additional pages</b> of supporting documentation	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> <li><b>IMPORTANT:</b> <ul style="list-style-type: none"> <li>Insert documentation at the end of the commentary file if you or the students are using graphics, texts, or images that are not clearly visible in the video</li> <li>you chose to submit a transcript for occasionally inaudible portions of the video</li> <li>If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., "Clip 1, lesson 2, text from a whiteboard that is not visible in the video," "Clip 2, lesson 4, transcription of a student response that is inaudible").</li> </ul> </li> </ul>

<sup>5</sup> Since the electronic portfolio management system currently accepts only 3 work sample files for Part A, not 6 files, if you have audio or video work samples AND written work samples, include a note that describes specifically where the work samples can be found in Prompt 1a of Part C: Literacy Assessment Commentary, then upload the work samples to the electronic portfolio management system using the following parts:

- Upload audio and/or video work samples in Part A: Student Literacy Work Samples (1 file for each student).
- Upload audio and/or written feedback in Part B: Evidence of Feedback (1 file for each student).
- Upload written work samples as 1 file along with the Evaluation Criteria in Part D: Evaluation Criteria.

## Literacy Assessment Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Student Literacy Work Samples <sup>6</sup>	<p><b>For written work samples:</b> .doc; .docx; .odt; .pdf</p> <p><b>For audio work samples:</b> asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p><b>For video work samples:</b> asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	3	3 <sup>7</sup>	<p>No page limit for written work samples</p> <p><b>No more than 5 minutes per focus student</b> for video or audio work samples</p>	<ul style="list-style-type: none"> <li>For written work samples, use correction fluid, tape, or a felt-tip marker to mask or remove students' names, your name, and the name of the school before copying/scanning any work samples. If your students' writing is illegible, write a transcription directly on the work sample.</li> <li>On each literacy work sample, indicate the student number (Student 1 Literacy Work Sample, Student 2 Literacy Work Sample, or Student 3 Literacy Work Sample). If more than one focus student appears in a video or audio work sample, upload the same work sample separately for each focus student who is seen/heard and label appropriately. Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in Prompt 1d of the Literacy Assessment Commentary.</li> <li>When naming each literacy work sample file, include the student number <b>AND</b> the word <i>literacy</i> in the file name.</li> <li>If you submit a student work sample as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Literacy Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).</li> </ul>

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<sup>6</sup> **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on [www.edtpa.com](http://www.edtpa.com) for the current requirements.

<sup>7</sup> **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on [www.edtpa.com](http://www.edtpa.com) for the current requirements.

## Literacy Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Evidence of Feedback <sup>8</sup>  And, if included, video evidence of academic language use	<b>For written feedback not written on the work samples:</b> .doc; .docx; .odt; .pdf  <b>For audio feedback:</b> asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma  <b>For video clips (feedback and/or language use):</b> asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	4	No page limit for written feedback  <b>No more than 3 minutes per focus student</b> for video or audio feedback  <b>No more than 5 minutes</b> for video evidence of student language use	<ul style="list-style-type: none"> <li>Document the location of your evidence of feedback in the Literacy Assessment Commentary.</li> <li>If feedback is not included as part of the student literacy work samples or recorded on the video clips from Instruction Task 2, submit only <b>1</b> file for each focus student—a document, video file, <b>OR</b> audio file—and label the file with the corresponding student number (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback).</li> <li>If more than one focus student appears in a video or audio clip of feedback, upload the same clip separately for each focus student who is seen/heard and label appropriately.</li> <li>When naming each feedback file, include the student number in the file name.</li> <li>If you submit feedback as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (<b>no more than 2 additional pages</b>) to the end of the Literacy Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).</li> <li>For Academic Language – If you choose to submit a video clip of student language use, it should be <b>no more than 5 minutes</b>. You may identify a portion of a clip provided for Literacy Instruction Task 2 or submit an entirely new clip.</li> </ul>

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<sup>8</sup> Since the electronic portfolio management system currently accepts only 3 work sample files for Part E, not 6 files, if you have audio or video work samples AND written work samples, include a note that describes specifically where the work samples can be found in Prompt 1a of Part G: Mathematics Assessment Commentary, then upload the work samples to the electronic portfolio management system using the following parts:

- Upload audio and/or video work samples in Part E: Student Mathematics Work Samples.
- Upload written work samples after the blank work sample in Part C: Mathematics Chosen Formative Assessment. Make sure each student work sample is clearly labeled.

## Literacy Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part C: Literacy Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<p><b>No more than 10 pages</b> of commentary, including prompts</p> <p>Plus</p> <ul style="list-style-type: none"> <li>no more than 5 additional pages for the chosen assessment</li> <li>if necessary, no more than 2 additional total pages of transcriptions of video/audio evidence for a work sample and feedback, and/or video evidence of language use</li> </ul>	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> </ul> <p><b>IMPORTANT:</b> Attach a blank copy of the chosen assessment, including directions/prompts provided to students.</p>
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

## Mathematics Assessment Task 4: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Mathematics Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages, including prompts	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> </ul>
Part B: Elementary Mathematics Learning Segment Overview (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 2 pages	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> </ul>
Part C: Mathematics Chosen Formative Assessment	.doc; .docx; .odt; .pdf	1	1	No limit	<ul style="list-style-type: none"> <li><b>IMPORTANT:</b> Submit a blank copy of the chosen formative assessment with any necessary directions/prompts.</li> </ul>
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

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## Mathematics Assessment Task 4: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part E: Student Mathematics Work Samples <sup>9</sup>	<p><b>For written work samples:</b> .doc; .docx; .odt; .pdf</p> <p><b>For audio work samples:</b> asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p><b>For video work samples:</b> asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	3	3 <sup>10</sup>	<p>No page limit for written work samples</p> <p><b>No more than 5 minutes per focus student</b> for video or audio student work samples</p>	<ul style="list-style-type: none"> <li><b>IMPORTANT:</b> Submit the work samples from the chosen formative assessment.</li> <li>For written work samples, use correction fluid, tape, or a felt-tip marker to <b>mask or remove students' names, your name, and the name of the school before copying/scanning any work samples</b>. If your students' writing is illegible, write a transcription directly on the work sample.</li> <li>On each mathematics work sample, indicate the student number (Student 1 Mathematics Work Sample, Student 2 Mathematics Work Sample, or Student 3 Mathematics Work Sample). If more than one focus student appears in a video or audio work sample, upload the same work sample separately for each focus student who is seen/heard and label appropriately. Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in Prompt 2c of the Mathematics Assessment Commentary</li> <li>When naming each mathematics work sample file, include the student number <b>AND</b> the word <i>mathematics</i> in the file name.</li> <li>If you submit a student work sample as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (<b>no more than 2 additional pages</b>) to the end of the Mathematics Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).</li> <li>Work samples must be the same for all students unless modifications were required for the focus student(s).</li> </ul>

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<sup>9</sup> **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on [www.edtpa.com](http://www.edtpa.com) for the current requirements.

<sup>10</sup> Since the electronic portfolio management system currently accepts only 3 work sample files for Part F, not 6 files, if you have audio or video work samples AND written work samples, include a note that describes specifically where the work samples can be found in Prompt 1a of Part G: Mathematics Assessment Commentary, then upload the work samples to the electronic portfolio management system using the following parts:

- Upload audio and/or video work samples in Part F: Examples of Student Work from Re-engagement Lesson.
- Upload written work samples after the blank assessment at the end of the commentary in Part G: Mathematics Assessment Commentary.



## Mathematics Assessment Task 4: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part F: Examples of Student Work from Re-engagement Lesson <sup>11</sup>	<p><b>For written work samples:</b> .doc; .docx; .odt; .pdf</p> <p><b>For audio work samples:</b> asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p><b>For video work samples:</b> asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	3	3 <sup>12</sup>	<p>No page limit for written work samples</p> <p><b>No more than 5 minutes per focus student</b> for video or audio student work samples</p>	<ul style="list-style-type: none"> <li><b>IMPORTANT:</b> Submit the work samples from the re-engagement lesson.</li> <li>For written work samples, use correction fluid, tape, or a felt-tip marker to <b>mask or remove students' names, your name, and the name of the school before copying/scanning any work samples</b>. If your students' writing is illegible, write a transcription directly on the work sample.</li> <li>On each re-engagement work sample, indicate the student number (Student 1 Re-engagement Work Sample, Student 2 Re-engagement Work Sample, or Student 3 Re-engagement Work Sample). If more than one focus student appears in a video or audio work sample, upload the same work sample separately for each focus student who is seen/heard and label appropriately. Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in Prompt 4c of the Mathematics Assessment Commentary.</li> <li>When naming each re-engagement work sample file, include the student number <b>AND</b> the word <i>re-engagement</i> in each file name.</li> <li>If you submit a re-engagement work sample as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (<b>no more than 2 additional pages</b>) to the end of the Mathematics Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).</li> <li>Work samples must be the same for all students unless modifications were required for the focus student(s).</li> </ul>

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<sup>11</sup> O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the common core standards. *ASCD Express*, 7(17).

<sup>12</sup> Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for English language learners: What teachers need to know.



## Mathematics Assessment Task 4: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part G: Mathematics Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<p><b>No more than 8 pages</b> of commentary, including prompts</p> <p>Plus</p> <ul style="list-style-type: none"> <li>no more than 5 pages for the re-engagement assessment</li> <li>if necessary, no more than 2 additional pages of transcriptions of video/audio work samples</li> </ul>	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> </ul> <p><b>IMPORTANT:</b> Attach a blank copy of the assessment from re-engagement lesson, with any necessary directions/prompts.</p>

## **Glossary**

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Terms will be added when handbook revision work is finalized



## Appendix [X]: Crosscut of Themes, Strands, and Parts

Themes of the ELA/ELD Framework				
Foundational Skills	Meaning Making	Language Development	Effective Expression	Content Knowledge
Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.	Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

<b><u>Four Strands of ELA/Literacy Standards</u></b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Language</b>
<p><i>Text complexity and the growth of comprehension.</i> The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p>	<p><i>Text types, responding to reading, and research.</i> The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand.</p>	<p><i>Flexible communication and collaboration.</i> Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.</p>	<p>The Language standards include the essential “rules” of standard written and spoken English. However, language is presented as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.</p>
<b><u>Three Parts of ELD Standards</u></b>			
<b>Interacting in Meaningful Ways</b>	<b>Learning About How English Works</b>	<b>Using Foundational Literacy Skills</b>	
<p>Set expectations for English learners to participate in meaningful, relevant, and intellectually challenging ways in various contexts and disciplines in three modes: collaborative, interpretive, and productive.</p>	<p>Focus on the ways in which English learners develop awareness of language resources available to them, how English is structured and organized, and how meaning is made through language choices. Instruction about English is designed to improve ELs’ ability to comprehend and produce academic texts in various content areas.</p>	<p>This specialized instruction is designed by adapting, in particular, the Reading Standards in Foundational Literacy Skills (K–5) in the CA CCSS for ELA/Literacy based on the age, cognitive level, and previous literacy or educational experiences of ELs. Because the Reading</p>	

		Standards in Foundational Literacy Skills are intended to guide instruction for students in kindergarten through grade 5, these standards need to be adapted—using appropriate instructional strategies and materials—to meet the particular pedagogical and literacy needs of ELs at the secondary level, including the need to teach foundational literacy skills in an accelerated time frame.
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## Appendix [X]: Academic Language

Examples will be added when handbook revision work is finalized.

# **Appendix [X]: Elementary Literacy Teacher Performance Assessment Learning Segment Considerations**

Examples will be added when handbook revision work is finalized.