



Education Specialist, Literacy: MMSN/ESN

Assessment Handbook

Literacy 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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Purpose and Overview of edTPA Education Specialist, Literacy: MMSN/ESN

Purpose

The purpose of edTPA Education Specialist, Literacy: Mild/Moderate Support Needs and Extensive Support Needs (MMSN/ESN) is to measure a candidate's readiness to teach learners with identified disabilities. The assessment is designed with a focus on learning and principles from research and theory. It is based on findings that successful teachers

- develop and apply knowledge of varied learner needs
- consider research and theory about how to support learners with varied needs
- develop learner knowledge and skills using individualized education program/plan (IEP)¹ goals, content standards, learning goals, and ongoing assessments
- provide instruction that meets individual needs with adaptations and accommodations
- attend to generalization and maintenance of newly learned knowledge and skills
- reflect on and analyze evidence of the effects of instruction and other planned supports, and use this information to inform future instruction and selection of instructional content

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

Overview of the Assessment

This handbook includes all materials, directions, prompts, and rubrics for the three tasks within the Education Specialist, Literacy: MMSN/ESN assessment.

The edTPA Education Specialist, Literacy: MMSN/ESN assessment is composed of three tasks:

Task 1--Planning for Instruction and Assessment

Task 2--Instructing and Engaging the Focus Learner

Task 3--Assessing Learning

All three 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 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 a focus learner.

¹ An individualized education program/plan sets forth learning goals and required special instruction and related services for an individual learner with a disability. When capitalized, it refers to a plan required under the Individuals with Disabilities Education Act (IDEA). For children under 2, the plan is the Individual Family Service Plan (IFSP), which includes, in part, plans for interventions and direct support by the early interventionist for the learning and development of young learners (as opposed to family supports, which are also included in the IFSP). Some private facilities are not subject to IDEA and develop their own programs/plans for individual learners. If your focus learner has an IFSP or another individualized program/plan other than an IEP, use elements of this program/plan when responding to prompts and directions about an IEP.

You should plan and instruct as you normally would teach. However, for this assessment, you will develop **an in-depth case study of one learner (your focus learner) from your class, group, or caseload**. You must select a focus learner (1) with an identified disability; (2) who is an English learner; and (3) who is from an underrepresented group or a group that needs to be served differently. If there are no English learners in the placement, you must choose a focus learner who is challenged by academic English, including early literacy.

You will **identify one high-quality, evidence-based literacy learning goal for the focus learner and plan and provide supports related to that learning goal**. Candidates must select a learning goal that addresses a **foundational skill** 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.

Planned supports can include the learning environment, responsive instructional strategies, learning tasks, materials, accommodations, modifications, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning considering principles of Universal Design for Learning and Multi-Tiered System of Support.

Once you have identified your focus learner and the literacy learning goal, you will plan **3–5 consecutive lessons** (referred to as a learning segment).

Each lesson will have a lesson objective and planned supports designed to meet the needs of the focus learner with respect to the high-quality, evidence-based literacy learning goal. The learning segment may take place within a larger unit of instruction and, as a result, may be derived from the broader curriculum content you are teaching in your placement. The learning segment must be designed to

- use baseline data to support the focus learner to access content and demonstrate their learning related to the high-quality, evidence-based literacy learning goal, and
- reflect IEP-identified adaptations of the learning environment, content, and instructional strategies.

If the focus learner has an academic IEP goal related to literacy, the literacy learning goal should align to the related IEP literacy goal and, as applicable, relevant academic or nonacademic standards.

If the focus learner does not have an academic IEP goal related to literacy, but has other academic IEP goals, the literacy learning goal should align to reading, writing, speaking, or listening in a content area in which they do have an IEP goal and, as applicable, relevant academic or nonacademic standards.

The terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other communication technologies or assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening could include American Sign Language, sign-supported speech, or other means of communication.

After planning the learning segment, you will then teach it, making a videorecording that centers on your interactions with the focus learner during instruction **within the usual setting**. You will also keep a daily assessment record to monitor the focus learner's progress toward the **high-quality, evidence-based** literacy learning goal as demonstrated by their performance in relation to the lesson objectives.

Upon completion of the three tasks, you will submit artifacts from the tasks (See Specifications

Chart), 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 specifically developed for each task.

Understanding Rubrics

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

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

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

Education Specialist, Literacy Learning Segment Focus

Candidate's instruction should provide access to the curriculum content reflected in the learning segment and support the focus learner, as needed, to learn the content/skills and demonstrate their learning.

Helpful Resources

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

- [Education Specialist, Literacy 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 [Education Specialist, Literacy Glossary](#).

You should review the *Making Good Choices in Education Specialist, Literacy* 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.

Planning Task 1: Planning for Literacy Instruction and Assessment

Grounded in Universal Design for Learning (UDL) and asset-based pedagogies, your learning segment should be high-quality, evidence-based literacy instruction that supports the development of foundational skills for your focus learner, including multi-tiered supports.

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 your focus learner** 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 instruction, evidence-based instruction is rigorous, is aligned with content standards, and uses instructional strategies distributed appropriately and sufficiently for your focus learner and their stage 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 you will build focus learner self-efficacy by providing respectful, rigorous, structured, and equitable mastery experiences that allow your focus learner 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 the oral, written, visual, and multimodal communication that is developmentally appropriate for your focus learner.

You should utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.

Meaning making

Meaning making is the process by which your focus learner makes connections with prior knowledge and experiences and actively constructs 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. This includes the use of assistive technology and/or AAC devices as appropriate for students with disabilities.

You should engage your focus learner 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 literal and inferential comprehension.

You should collaborate with specialists (e.g., speech-language therapists, DHH teacher, VI teacher) when planning literacy instruction for students with extensive support needs, including those who are deafblind, to address multiple means of communication (e.g., PECS [Picture Exchange Communication System], voice output devices), and, when appropriate, maximize residual hearing and vision.

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**² enables your focus learner 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 knowledge, ideas, stories, and perspectives with others.

Foundational reading skills instruction should be based on your focus learner's 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.

Within your edTPA, you must 1) Design and implement lessons that **ensure your focus learner's access to grade-level literacy activities** within a classroom or non-classroom environment, 2) **advance your focus learner's progress in the elements of foundational skills, language, and/or cognitive skills**, 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 your focus learner's achievement and supports their 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

² [Foundational Skills - Curriculum Frameworks \(CA Dept of Education\)](#)

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.

Language Development is the oral and written language, including discipline-specific academic language, used for meaning making, and is used to engage your focus learner in learning. It includes the means by which the focus learner develops and expresses content understandings based on previous literacy experiences in their home languages and dialects and accepts and encourages translanguaging.

High-quality, evidenced-based literacy instruction promotes the focus learner's oral and written language development by attending to vocabulary knowledge and use, grammatical structures, and discourse-level understandings as they read, listen, speak, and write with comprehension and effective expression.

For ESN, you should facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities, such as assistive technology, Augmentative and Alternative Communication (AAC), signed terms, eye gaze, vocalizations, or other modes as appropriate.

Language Development Supports are the planned scaffolds, representations, and pedagogical strategies you will provide to help the focus learner 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 the focus learner 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 Literacy-Related Communication 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.

Literacy-Related Communication

Literacy-related communication in edTPA is the means by which learners develop and express content understandings related to the learning segment and literacy learning. It can focus on understanding or interpreting communication or on its actual use.

Communication includes language content, form, and sequence; various communication modes

or forms, including augmented communication, verbal or nonverbal communication, and devices and other technology; expressive or receptive communication; and initiative or responsive communication. Communications can range from nonverbal signals or one-word answers to paragraphs, essays, and laboratory reports, depending on the focus learner's developmental needs and the focus of the learning segment.

When completing your edTPA, you must consider the communication skills present throughout the learning segment that support your focus learner. **Communication skills** are specific ways that communication is used by your focus learner to participate in learning tasks and/or to demonstrate learning. Skills can focus on understanding or interpreting communication or on its actual use.

Communication supports are the strategies you will use to build the focus learner's goal-related communication within a learning task or demonstration of learning. Strategies involve modeling the appropriate communication for learners to understand or use in a learning task as well as opportunities for guided practice, generalization, and maintenance. Communication supports also include assistive technology and other mediators. See Appendix X for a brief table of communication skills and supports.

What Do I Need to Do?

- **Select one learner with an individualized education plan (IEP) who will serve as your focus learner for this assessment.**
 - The focus learner must be working on academic content (including academics in a community setting³ or early literacy).
 - Candidates must select a focus learner (1) with an identified disability; (2) who is an English learner; and (3) who is from an underrepresented group or a group that needs to be served differently. If there are no English learners in the placement, candidates must choose a focus learner who is challenged by academic English, including early literacy.
 - Although the context may be a general education or special education classroom in which you will be teaching groups of students, identify one learner with a disability identified in their IEP⁴ as a focus for this assessment.
 - You should not change the instructional setting. You will continue to teach in the context in which you normally teach, teaching content you would normally teach.

To protect confidentiality, in the commentaries and all other written materials, refer to your focus learner by first name only or in general terms (e.g., “my focus learner”).

³ Examples of academic skills as they are used in the community include reading signs in the community, making a daily list of tasks in a work placement, rounding costs up to the next dollar, and counting out money to pay for a purchase.

⁴ An individualized education program/plan sets forth individualized learning goals and required special instruction and related services for an individual learner with a disability. When capitalized, it refers to a program required under the Individuals with Disabilities Education Act (IDEA). For children under 2, the plan is the Individual Family Service Plan (IFSP), which includes, in part, plans for interventions and direct support by the early interventionist for the learning and development of young learners (as opposed to family supports, which are also included in the IFSP). Some private facilities are not subject to IDEA and develop their own programs/plans for individual learners. If your focus learner has an IFSP or another individualized program/plan other than an IEP, use elements of this program/plan when responding to prompts and directions about an IEP.

- **Obtain permission for videorecording instruction** prior to planning the learning segment. Obtain permission from the person(s) who has/have the legal right to grant permission for the focus learner—a parent/guardian of the focus learner or (if appropriate) the focus learner themselves. (Note that you will also need to obtain the same permission for any other learners and adults appearing in the video.)
- **Provide context information.** Use the **edTPA Education Specialist, Literacy: MMSN/ESN Context for Learning Information** template to provide essential information about your focus learner, along with **commentary** prompts. The Context for Learning Information template you submit should be **no more than 4 pages**, including prompts. **Identify or write one literacy-based learning goal for the focus learner.** This learning goal will serve as the focus for the learning segment and **must**
 - support the development of a foundational skill AND
 - relate to an IEP goal.

Your learning goal must relate to academic content and a foundational skill whether or not there is a related IEP goal.

- **Obtain baseline data for knowledge and skills related to the literacy-based learning goal** prior to planning the learning segment. Use the baseline data and the literacy learning goal to develop a 3–5 lesson learning segment, appropriate to develop the focus learner’s knowledge and skills as related to the literacy learning goal.
 - The baseline data should allow you to describe the focus learner’s level of knowledge and skills related to the literacy learning goal and planned supports.
 - The data can come from a variety of sources, such as a curriculum-based measure, pretest, work sample, skills checklist, observational notes, information from the cooperating teacher, or a skills test. When the instructional setting is the home, this information can come from parents, for example, through an observational checklist or journal.
- **Design a learning segment of 3–5 consecutive lessons** grounded in an understanding of Universal Design for Learning to provide access to curriculum and instruction and support the focus learner in meeting the literacy learning goal. Plan to describe and document instruction and planned supports for the literacy lesson objective in each lesson. Each planned support should directly connect to the literacy learning goal. NOTE: Within each lesson, your instruction and planned supports may focus on additional literacy lesson objectives, but you will only document one per lesson for this assessment.
 - Collaborate with parents, teachers, and other community and/or school personnel to collect information about the focus learner and design appropriate instruction and supports for learning the designated California academic standard(s).
 - Collaborate with other service providers (e.g., general education teachers, speech-language therapists, instructional assistants) **to provide day-to-day supplemental instruction and/or intensive intervention in literacy** within a classroom or non-classroom environment.
 - 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;
 - For MMSN, design supports for learning the California grade-level academic curriculum.

- For ESN, design supports related to designated California academic content standards, modified as appropriate.
- Identify **one communication skill** related to the learning segment. Choose a communication skill that your focus learner will need to use to participate in literacy learning tasks and/or demonstrate learning related to the learning segment.
 - The communication skill can be a new skill the focus learner is acquiring or learning to use more fluently. It can also be a skill they are working on maintaining or generalizing.
 - The communication skill should be related to literacy used in the related academic content area within the learning segment.
 - If needed by the focus learner, the communication skill may focus on learning and/or applying augmentative and alternative communication that supports the focus learner's participation in learning tasks and/or demonstration of learning related to the learning segment.
 - For each learning task you will decide which communication skills are **most** relevant to your high-quality, evidence-based literacy instruction. Then you should plan to **provide appropriate and targeted** language development supports for your focus learner to learn and practice the communication skill(s) within the chosen learning task.
 - Definitions and a few examples of communication skills and supports to help teacher candidates and educator preparation programs understand edTPA Rubrics 4 and 14 are provided in [Appendix A](#). See the Education Specialist, Literacy: MMSN/ESN glossary and the corresponding Understanding Rubric Level Progressions sections for [Rubric 4](#) and [Rubric 14](#) for additional examples of language demands.
- **Write a lesson plan for each lesson** in your learning segment. Lesson plans should be written for the entire group you will be instructing. 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.
- Each lesson plan must include the following information, even if your teacher preparation program requires you to use a specific lesson plan format.
 - **One literacy-based lesson objective with measurable criteria** for the focus learner. For group instruction, this may be an objective for the whole group or for the focus learner only.
 - **Assessment tools and data collection procedures** to monitor progress toward the literacy lesson objective. (You will describe these tools and procedures in a later commentary prompt.)
 - **Instructional strategies and learning tasks**, including any modifications or accommodations to meet individual focus learner needs, for example, principles of Universal Design for Learning, Multi-Tiered System of Support, modifications of the learning environment, group composition, and/or assistive technology. Include what you, other adults, other learners, and the focus learner will be doing.
 - **The communication skill and planned supports for its use**, in the lesson plan(s) where the communication skill is addressed.
 - Plans for **teaching toward generalization, maintenance, and/or self-directed use of knowledge and skills**

- **A list of resources and materials**, including any modifications or accommodations for the focus learner
- **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 Planning Commentary and deleted from your plans.

When instruction of the focus learner occurs in a group setting, write lesson plans for the group, including any adaptations for the focus learner's needs.

If you are co-teaching and usually co-write plans, you should take the lead role in writing the 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 Instruction Task 2 and Assessment Task 3 commentaries.
- **Select and submit key instructional and support materials** needed to understand what you and the focus learner are doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include written support materials, graphic organizers, task analyses, or checklists.
- **Submit blank copies of all written assessments and/or data sheets, including data collection procedures for any oral or performance assessments.** Do not submit learner work sample for this task. If assessments for a class/group are modified or the focus learner is offered an alternative way to demonstrate learning, then provide only the assessment completed by the focus learner. You should **keep a daily assessment record** to monitor the focus learner's progress toward all literacy lesson objectives.
- **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 Planning Commentary. Note: Citations do not count toward the commentary page limit.

See the [Planning Task 1: Artifacts and Commentary Specifications](#) in the edTPA Education Specialist, Literacy: MMSN/ESN Evidence Chart for instructions on electronic submission of evidence. The evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

If the instructional materials or assessments contain words and/or phrases in braille or in a language other than English, please include an English translation in the appropriate file when submitted. 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?

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

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Planning Rubrics

Rubric 1: Planning for Alignment and Development of Knowledge and Skills

How do the candidate's plans align and build knowledge and foundational skills⁵ for the literacy learning goal?

Level 1 ⁶	Level 2	Level 3	Level 4	Level 5
<p>The learning goal, relevant identified individualized education program/plan goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are not aligned with each other.</p> <p>OR</p> <p>Literacy learning goal does not address a literacy skill.</p>	<p>The literacy learning goal, relevant identified individualized education program/plan goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are loosely or inconsistently aligned with each other.</p>	<p>Alignment is present and plans for instruction build on each other to support the literacy learning goal</p> <p>Most literacy lesson objectives include measurable outcomes for the focus learner's performance.</p>	<p>Alignment is present and plans for instruction consistently build on each other to support the literacy learning goal.</p> <p>Most literacy lesson objectives include clearly defined measurable outcomes for the focus learners' performance.</p>	<p>Alignment is present and plans for instruction explicitly show how they build on each other to support the literacy learning goal.</p> <p>All literacy lesson objectives include clearly defined measurable outcomes for the focus learners' performance</p>

⁵ The desired learning outcomes for the learning segment. Knowledge and skills include conceptual understanding and the knowledge of how and when to use knowledge, concepts, skills, and strategies to shape behavior and performance (not merely discrete knowledge and skills).

⁶ Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

Planning Rubrics continued

Rubric 2: Planning Support for the Focus Learner

How does the candidate use knowledge of the focus learner and a multi-tiered system of support (MTSS) to provide and support instruction for the literacy learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>There is no evidence of MTSS to plan supports for the literacy learning goal.</p> <p>OR</p> <p>There is a severe mismatch between the focus learner's chronological age or developmental level and the ways in which the candidate plans to use instructional strategies, planned supports, or materials for the literacy learning goal.</p> <p>OR</p> <p>Learning tasks and planned support strategies do NOT align to lesson objectives and/or do NOT reflect required modifications and accommodations for the literacy learning goal.</p> <p>OR</p> <p>The description of the collaboration is missing, or the content of the collaboration does not address focus learner's needs related to the learning tasks and goal.</p>	<p>Literacy learning tasks and planned support strategies loosely connect to the tiered academic, behavioral, and social-emotional support within MTSS</p> <p>The candidate provides a vague description of what they shared and/or what they learned through collaboration.</p>	<p>Literacy learning tasks and planned support strategies generally connect to the tiered academic, behavioral, and social-emotional support within MTSS</p> <p>The candidate provides a clear description of what they shared and/or what they learned through collaboration with a general explanation of how it informed planned outcomes or actions to support the focus learner.</p>	<p>Literacy learning tasks and planned support strategies clearly and consistently connect to the tiered academic, behavioral, and social-emotional support within MTSS</p> <p>The candidate provides a clear description of what they shared and/or what they learned through collaboration and provides an explanation with specific examples of how it informed planned outcomes or actions to support the focus learner.</p>	<p>Level 4 plus:</p> <p>Plans call for engaging the focus learner in self-managing planned supports</p> <p>OR</p> <p>is reflective of social and emotional learning or trauma-informed practices.</p>

Planning Rubrics continued

Rubric 3: Justification of Instruction and Support

How does the candidate use knowledge of the focus learner, research, and/or theory to justify decisions for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's justification of instruction or planned support strategies is either missing for the learning goal OR represents a deficit view of the focus learner.	Candidate's justification of instruction and planned support strategies is limited in consideration of the focus learner's <ul style="list-style-type: none"> • prior learning/ experiences, OR <ul style="list-style-type: none"> • personal, cultural, linguistic, or community strengths 	Candidate's justification of instruction and planned support strategies makes general connections to the focus learner's <ul style="list-style-type: none"> • prior learning/ experiences OR <ul style="list-style-type: none"> • personal, cultural, linguistic, or community strengths <p>Candidate makes superficial connections to research and/or theory.</p>	Candidate's justification of instruction and planned support strategies makes clear connections to the focus learner's <ul style="list-style-type: none"> • prior learning/ experiences, AND <ul style="list-style-type: none"> • personal, cultural, linguistic, or community strengths <p>Candidate makes clear connections to research and/or theory.</p>	<p>Level 4 plus:</p> <p>Candidate's justifications of instruction and planned support strategies explicitly includes:</p> <p>knowledge of focus learners' home languages and dialects,</p> <p>AND</p> <p>personal strengths,</p> <p>OR</p> <p>cultural or community strengths.</p>

Planning Rubrics continued

Rubric 4: Supporting the Focus Learner's Use of Communication Skills

How does the candidate identify and support a communication skill for the focus learner to participate in literacy learning tasks and/or demonstrate learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate identifies a communication skill that is NOT</p> <ul style="list-style-type: none"> aligned with the learning segment OR appropriate communication used in the selected content area (for focus learner with mild/moderate support needs). <p>OR</p> <p>Planned supports for the communication skill are missing.</p>	<p>Candidate identifies planned supports for the communication skill that are not aligned with its use.</p>	<p>Candidate identifies planned supports for the communication skill that generally facilitate the focus learner's use of it to participate in literacy learning tasks and/or demonstrate learning.</p>	<p>Candidate identifies specific examples of planned supports for the communication skill that clearly facilitate the focus learner's use of it to participate in literacy learning tasks and/or demonstrate learning.</p>	<p>Level 4 plus: Candidate describes how the planned supports are designed to move the focus learner toward maintained or generalized use of the communication skill.</p>

Planning Rubrics continued

Rubric 5: Planning Assessments to Monitor and Support Learning

How are the assessments and daily assessment records selected or designed to provide evidence of the focus learner's progress toward the literacy learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
The set of planned assessments and daily assessment records is not aligned to the lesson objectives and will provide little or no evidence of the focus learner's progress toward the literacy learning goal .	Planned assessments and the daily assessment records are loosely aligned to the lesson objectives and provide limited evidence to monitor the focus learner's progress during the learning segment toward the literacy learning goal . OR Some lesson objectives are not assessed.	Planned assessments (including baseline data) and the daily assessment records are aligned to all lesson objectives and provide evidence for monitoring the focus learner's progress toward the literacy learning goal at different points in the learning segment.	Planned assessments (including baseline data) and the daily assessment records are aligned to all lesson objectives and provide evidence for monitoring the focus learner's progress toward the literacy learning goal at different points in the learning segment. Assessments for the learning goal reflect appropriate levels of challenge⁷ and support in light of the focus learner's specific strengths, needs, and lesson objectives.	Level 4 plus: The candidate describes plans to involve the focus learner in monitoring their own progress in developmentally appropriate ways.

⁷ Probing ahead of a learner's current performance level

Instruction Task 2: Instructing and Engaging the Focus Learner

What Do I Need to Do?

If you teach in a setting where videorecording is not allowed for safety and security reasons (e.g., psychiatric facilities, hospitals, juvenile correctional institutions), please see your edTPA coordinator for instructions on submitting alternative evidence.

- **Obtain required permissions for videorecording.** Before you record your video, ensure that you have the appropriate permission from a parent/guardian of any learner (or, if appropriate, the learners themselves) and from any adult who appears in the videorecording. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
- **Videorecord your instruction related to the learning goal during the learning segment.**
 - Tips for videorecording your class are available from your teacher preparation program.
 - The instructional setting should be the usual setting used for such instruction.
- **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 the focus learner in high-quality, evidence-based literacy learning that supports the development of foundational skills to develop effective expression and meaning making
 - how you elicit focus learner's responses to promote thinking while supporting the development of foundational literacy in a meaningful context

NOTE: If the focus learner is working in a group, the clip(s) should include some interactions with the focus learner as well as with other learners in the group.

- Ensure that you and your focus learner can be seen in the video clip(s) you submit. Also, ensure that your face appears at least once in the video for identification purposes. **If the focus learner and you are signing, ensure that both your focus learner and you are visible.**
- Check the sound quality to ensure that you and your focus learner can be heard (as appropriate) on the video clip(s) you submit.
- If most of the audio or signing in a clip cannot be understood by a scorer, submit another clip. If there are occasional audio or signed 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 portion that is inaudible or contains uninterpretable signs 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 events.
- If you have inadvertently included individuals for whom you do not have permission to film in the video clip(s) you plan to submit, you may use software to blur the face(s) of these individuals. This is not considered editing. Other portions of the submitted video clip(s), 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.
- **(Optional) Provide evidence of the focus learner's use of the communication skill identified in Planning Task 1.** You may provide this evidence with your video clip(s) from Instruction Task 2, an additional video clip of the focus learner using the communication skill from Planning Task 1 within the learning segment (**no more than 5 minutes in length**) submitted in Assessment Task 3, **OR** through the focus learner's work sample submitted in Assessment Task 3.
- **Respond to the prompts** in the Instruction Commentary template **after viewing the video clip(s).**
- **Determine if additional information is needed to understand what you and the focus learner are doing in the video clip(s).** For example, if there are graphics, texts, or images key to understanding instruction that are not clearly visible in the video, or comments that are not clearly heard or signing that is uninterpretable, you may insert digital copies or transcriptions at the end of the Instruction Task 2 Commentary (**no more than 2 pages in addition to the responses to commentary prompts**)

See the [Instruction Task 2: Artifacts and Commentary Specifications](#) in the Special Education for California Evidence Chart for instructions on electronic submission of evidence. The evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

If a video file contains words and/or phrases in a language other than English, please attach a written English translation to the Instruction Commentary.

Translation of videos entirely in a sign language such as ASL is not necessary. However, if a video file includes communication in a sign language that sometimes is not clearly visible in the video, include a transcript of any unclear communication between yourself and a learner that the focus learner is expected to see or provide captions. Attach the translation to the Instruction Commentary. These attachments will not count toward the page limit for the commentary.

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?

For Instruction Task 2, your evidence will be assessed using rubrics 6–10, which appear on

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

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Instruction Rubrics

Rubric 6: Learning Environment

How does the candidate demonstrate a respectful learning environment that supports the focus learner's engagement and progress toward the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The candidate demonstrates disrespectful behavior toward any learner OR allows disruptive/disrespectful behavior to interfere with learning.</p> <p>OR</p> <p>Candidate does not respond in a timely manner to safety issues.</p>	<p>The candidate demonstrates respect for ALL learners.</p> <p>AND</p> <p>Candidate provides a learning environment that serves primarily to control the focus learner's behavior, and minimally supports the learning associated with the literacy learning goal.</p>	<p>The candidate demonstrates rapport with and respect for ALL learners.</p> <p>AND</p> <p>Candidate provides a positive learning environment that supports learning related to the focus learner's literacy learning goal.</p>	<p>The candidate demonstrates rapport with and respect for ALL learners.</p> <p>AND</p> <p>Candidate provides a learning environment that balances learning challenge with support⁸ needs for the focus learner relative to the literacy learning goal.</p>	<p>The candidate demonstrates rapport with and respect for ALL learners.</p> <p>AND</p> <p>Candidate provides a learning environment that balances learning challenge with support needs for the focus learner relative to the learning goal, with opportunities for self-determination.</p>

⁸ Challenge and support needs are determined by the focus learner's baseline data, prior learning, experiences, and needs. Challenge is providing the learner with opportunities to stretch beyond current performance level.

Instruction Rubrics continued

Rubric 7: Engaging⁹ the Focus Learner

How does the candidate actively engage the focus learner in developing knowledge and skills to reach the literacy learning goal with effective expression and meaning making?

Level 1	Level 2	Level 3	Level 4	Level 5
The focus learner is predominantly passive, inattentive, or out of control while candidate provides instruction or intervention for the literacy learning goal.	Candidate uses strategies to encourage the focus learner's participation in the learning task for the literacy learning goal.	Candidate uses explicit strategies to create active engagement¹⁰ in developing the desired knowledge and/or skills of the focus learner for the literacy learning goal.	Candidate uses explicit strategies to create active engagement in developing the desired knowledge and/or skills of the focus learner for the literacy learning goal AND maintains engagement through appropriate pacing.	Level 4 plus: Candidate uses strategies to encourage the focus learner to initiate and/or maintain active engagement in the learning tasks for the literacy learning goal.
There is little or no evidence that the candidate links learning to effective expression or meaning making.	Candidate vaguely or superficially links learning to effective expression OR meaning making.	Candidate clearly links learning to effective expression OR meaning making.	Candidate clearly links learning to effective expression AND meaning making.	Candidate prompts the focus learner to link learning to effective expression AND meaning making.

⁹ Using instructional and motivational strategies that promote active involvement of the learner in learning tasks designed to support acquisition and application of knowledge and skills related to specific lesson objectives.

¹⁰ Active engagement includes hands-on learning, application, or reciprocal interactions during learning.

Instruction Rubrics continued

Rubric 8: Deepening Learning

How does the candidate support the focus learner in developing deep understanding of the knowledge and/or skills related to the literacy learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate provides the focus learner with few opportunities to respond related to the literacy learning goal.</p> <p>OR</p> <p>Materials or candidate responses include significant inaccuracies that are not corrected and that will lead to focus learner misunderstandings or misdirected performance for the literacy learning goal.</p>	<p>Candidate primarily uses superficial prompts to provide the focus learner opportunities to respond related to the literacy learning goal.</p> <p>Candidate evaluates the focus learner's responses only as correct or incorrect.</p>	<p>Candidate uses prompts that provide the focus learner opportunities to respond related to the literacy learning goal.</p> <p>Candidate provides the focus learner with</p> <ul style="list-style-type: none"> • accurate, specific feedback (verbal or nonverbal) AND • opportunity to apply feedback to subsequent responses. 	<p>Candidate allows the focus learner to initiate responses to apply new learning related to the literacy learning goal.</p> <p>Candidate provides the focus learner with</p> <ul style="list-style-type: none"> • accurate, specific feedback (verbal or nonverbal) AND • opportunity to apply feedback to subsequent responses. 	<p>Level 4 plus:</p> <p>Candidate moves the focus learner toward developmentally appropriate self-evaluation or self-correction to improve subsequent responses related to the literacy learning goal.</p>

Instruction Rubrics continued

Rubric 9: Supporting Teaching and Learning

How does the candidate support learning for the literacy learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate uses instructional strategies, planned supports, and/or materials that are not appropriate to the focus learner's needs in relation to the lesson objectives for the literacy learning goal.</p> <p>OR</p> <p>There is a severe mismatch between the focus learner's chronological age and the ways in which the candidate uses instructional strategies, supports, or materials.</p>	<p>Candidate uses instructional strategies, planned supports, and/or materials in ways that superficially match the focus learner's needs in relation to lesson objectives for the literacy learning goal.</p>	<p>Candidate uses instructional strategies, planned supports, and/or materials in ways that match the focus learner's needs in relation to lesson objectives for the literacy learning goal.</p>	<p>Candidate uses instructional strategies, planned supports, and/or materials in ways that match the focus learner's needs and capitalize on their strengths in relation to lesson objectives for the literacy learning goal.</p>	<p>Level 4 plus: Instructional strategies, planned supports, and/or materials for the literacy learning goal address the focus learner's development or application of a developmentally appropriate self-directed learning strategy.</p>

Instruction Rubrics continued

Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence to evaluate and change teaching practice to meet the focus learner's learning needs related to the literacy learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate proposes changes unrelated to the learning needs of the focus learner related to the literacy learning goal.	Candidate proposes changes that are superficially related to learning needs related to the literacy learning goal (e.g., improving directions for learning tasks, candidate's task/behavior management).	Candidate proposes changes for instruction and/or planned support strategies related to the literacy learning goal, making general connections to <ul style="list-style-type: none"> the strengths or needs of the focus learner AND/OR research and/or theory. 	Candidate proposes changes for instruction and/or planned support strategies related to the literacy learning goal that make clear, specific connections to <ul style="list-style-type: none"> the strengths and needs of the focus learner AND research and/or theory. 	Level 4 plus: Changes support the focus learner's movement toward maintained, generalized, and/or self-directed use of knowledge and/or skills related to the literacy learning goal.

Assessment Task 3: Assessing Learning

What Do I Need to Do?

- Use the baseline data, the daily assessment records, and work sample(s) from the learning segment to analyze the focus learner's progress toward reaching the lesson objectives for the literacy learning goal. Address the focus learner's strengths and continuing needs in your analysis.
- Submit a copy of
 - the baseline data (if not evident in the daily assessment record) for the literacy learning goal
 - the completed daily assessment records for the focus learner for ALL lesson objectives. Each daily assessment record should include the relevant lesson objective(s).
- **Submit one work sample analyzed** to help illustrate the conclusions you reach in your analysis. The work sample should be the work of the focus learner alone, not a product constructed as part of a group.
 - A work sample can be a product (e.g., test, completed class assignment), a time-stamp reference (no more than 2 minutes) for a video clip submitted in Instruction Task 2, or an additional video clip of no more than 2 minutes.
 - Attach additional information related to the work sample to the end of the Assessment Commentary—a blank copy of an assessment corresponding to the work sample submitted, including directions/prompts provided to the focus learner, or a blank data sheet for a performance assessment if not part of the daily assessment record, including a transcript of any oral directions/prompts (**no more than 5 additional pages**).
- **Submit the feedback** you gave to the focus learner for the assessment of literacy from which the work sample comes. You must submit evidence of the actual feedback provided to the focus learner, and not a description of the feedback. The feedback can be provided as part of a work sample, as an audio clip, or as a video clip.
- If you submit a work sample as a video clip or feedback as a video or audio clip and comments made by you or the focus learner cannot be clearly heard (or seen, if signed), do one of the following: (1) attach a transcription of your comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; (2) embed quotes with time-stamp references in the **commentary** response; or (3) insert captions in the video (captions for this purpose will be considered permissible editing).
- If you submit a work sample as a video clip or feedback as a video or audio clip and additional learners are present, clearly identify the focus learner in the relevant prompts (1c and 2a) of the Assessment Commentary (**in no more than 2 sentences**).

- **Provide evidence of the focus learner's use of the communication skill in English identified in Planning Task 1 for participating in learning tasks and/or demonstrating learning. You may choose evidence from the video clip(s) submitted in Instruction Task 2, an additional video clip from within the learning segment (no more than 5 minutes in length), or the learner work sample submitted in Assessment Task 3 or a different work sample.**
- Respond to the prompts in the Assessment Commentary template after analyzing the focus learner's progress toward the literacy learning goal.

See the [Assessment Task 3: Artifacts and Commentary Specifications](#) in the edTPA Education Specialist, Literacy: MMSN/ESN Evidence Chart for instructions on electronic submission of evidence. The evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

If a work sample or video file contains words and/or phrases or is entirely in braille or in a language other than English or a sign language such as ASL, please include an English translation or transcription of relevant parts attached to the work sample or, for a video file, to the end of the Assessment Commentary. However, for portions of communication in a sign language such as ASL that are not clearly visible in the video, attach a transcription of unclear communications unless you provide captions (this is permissible editing). These attachments will not count against the page limit for the commentary.

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?

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

Assessment Rubrics

Rubric 11: Analyzing the Focus Learner's Performance

How does the candidate demonstrate an understanding of the focus learner's performance of the lesson objectives related to the literacy learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The analysis is superficial because it ignores evidence from the work sample and/or daily assessment record or one or more of the lesson objectives related to the literacy learning goal.</p> <p>OR</p> <p>The conclusions in the analysis are not supported by either the work sample or the daily assessment record.</p> <p>OR</p> <p>The learning goal, lesson objectives, daily assessment records, and/or work sample are not aligned with each other.</p> <p>OR</p> <p>One or more lesson objectives did not contain criteria for meeting the objectives.</p>	<p>The analysis focuses only on whether the focus learner did or did not achieve ALL the lesson objectives related to the literacy learning goal.</p>	<p>The analysis draws upon knowledge of the focus learner and focuses on</p> <ul style="list-style-type: none"> the focus learner's strengths and errors OR levels or types of planned supports (including error prevention strategies) to understand the focus learner's progress toward ALL lesson objectives related to the literacy learning goal. 	<p>The analysis draws upon knowledge of the focus learner and focuses on details within</p> <ul style="list-style-type: none"> the focus learner's strengths and errors AND levels or types of planned supports (including error prevention strategies) to understand strengths and needs in the focus learner's progress toward ALL lesson objectives related to the literacy learning goal. 	<p>Level 4 plus:</p> <p>The analysis makes clear and plausible connections between the focus learner's performance and specific elements of instruction.</p>

Assessment Rubrics continued

Rubric 12: Providing Feedback to Guide Further Learning

What type of feedback does the candidate provide to the focus learner for the literacy learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Feedback is unrelated to the literacy learning goal OR is severely mismatched to the focus learner's chronological age or developmental level.</p> <p>OR</p> <p>Feedback contains significant inaccuracies.</p>	<p>Feedback related to the literacy learning goal is general and addresses needs AND/OR strengths.</p>	<p>Feedback related to the literacy learning goal is specific and focuses on either</p> <ul style="list-style-type: none"> needs OR reinforcing strengths. 	<p>Feedback related to the literacy learning goal is specific and includes</p> <ul style="list-style-type: none"> needs AND reinforcing strengths. 	<p>Level 4 plus: Feedback provides</p> <ul style="list-style-type: none"> a literacy strategy to address a learning need OR connections to prior literacy learning or experiences to improve learning.

Assessment Rubrics continued

Rubric 13: Learner Understanding and Use of Feedback

How does the candidate provide opportunities for the focus learner to understand and use the feedback for the literacy learning goal to guide their further learning or performance?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Opportunities for understanding or using feedback are not described.</p> <p>OR</p> <p>Candidate provides limited or no feedback related to the literacy learning goal to inform the focus learner's performance/responses.</p>	<p>Candidate provides vague explanation for how the focus learner will understand or use feedback related to the literacy learning goal.</p>	<p>Candidate describes how the focus learner will understand or use feedback related to the literacy learning goal.</p>	<p>Candidate describes how they will support the focus learner to understand and use feedback related to strengths OR needs related to the literacy learning goal.</p>	<p>Candidate describes how they will support the focus learner to understand and use feedback related to strengths AND needs related to the literacy learning goal.</p>

Assessment Rubrics continued

Rubric 14: Explaining the Focus Learner's Use of Communication

How does the candidate explain the focus learner's use of the communication skill to participate in the learning task and/or demonstrate learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate describes the focus learner's use of the communication skill that is NOT</p> <ul style="list-style-type: none"> aligned with the learning segment OR appropriate communication used in the selected content area (for a focus learner with mild/moderate support needs) OR consistent with the evidence submitted. 	<p>Candidate's description focuses on a communication skill that is related to the learning segment but does not explain how the learner uses the skill to participate in literacy learning tasks or demonstrate learning.</p>	<p>Candidate explains and provides evidence of the learner's use of the communication skill to participate in literacy learning tasks and/or demonstrate learning.</p>	<p>Level 3 plus: Candidate explains and provides evidence of how planned supports helped the focus learner use the communication skill to participate in literacy learning tasks and/or demonstrate learning.</p>	<p>Level 4 plus: Candidate explains how the focus learner can be supported to move toward generalized or maintained use of the communication skill.</p>

Assessment Rubrics continued

Rubric 15: Using Assessment to Inform Instruction

How does the candidate use conclusions about what the focus learner knows and is able to do related to the literacy learning goal to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Next steps are not achievable or do not follow from the analysis.</p> <p>OR</p> <p>Next steps are not relevant to the lesson objectives assessed.</p> <p>OR</p> <p>Next steps are not described in sufficient detail to understand them.</p>	<p>Next steps to improve or continue learning are loosely connected to focus learner's literacy needs.</p>	<p>Next steps to improve or continue learning include general instructional strategies or supports related to the focus learner's literacy needs and to current instruction.</p>	<p>Next steps</p> <ul style="list-style-type: none"> provide logical, well-sequenced instructional strategies to address specific identified literacy needs of the focus learner AND are logically connected to current instruction. 	<p>Level 4 plus:</p> <p>Candidate uses the analysis to describe implications for the focus learner's individualized education program/plan goals and/or curriculum.</p>
<p>Next steps are not connected with research and/or theory.</p>	<p>Next steps are not connected with research, or theory, or MTSS.</p>	<p>Next steps are generally connected with research or theory, or MTSS.</p>	<p>Next steps are clearly connected with research, or theory, or MTSS</p>	<p>Next steps are justified with principles from research, or theory, or MTSS.</p>

Special Education for California 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 that must be translated into English as per the edTPA Submission Requirements found on www.edTPA.com, those translations should be added to the original materials as part of the same file or, if applicable, to the end of the commentary template. There is no page limit for required translations into English.

Planning Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages , including prompts	<ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1" margins on all sides.
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"> Submit 3–5 lesson plans in 1 file. Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.). All rationales or explanation for the lesson plans should be written in the Planning Commentary and removed from the lesson plans.
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	No more than 5 pages of KEY instructional materials per lesson plan	<ul style="list-style-type: none"> Submit all materials in 1 file. Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.). Order materials as they are used in the learning segment. Insert a translation immediately after each instructional material for portions in braille or in a language other than English.

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Planning Task 1: Artifacts and Commentary Specifications continued

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part D: Assessments and/or Data Collection Procedures	.doc; .docx; .odt; .pdf	1	1	No limit	<ul style="list-style-type: none"> Submit assessment instruments and/or a description of data collection procedures, as appropriate for the lesson objectives measured, in 1 file. Within the file, label assessments/procedures by corresponding lesson (Lesson 1 Assessments/Procedures, Lesson 2 Assessments/Procedures, etc.). For assessments/procedures used in multiple lessons, order and label by lesson when first used. Insert a translation immediately after each assessment for portions in braille or in a language other than English.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 12 pages of commentary, including prompts	<ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1" margins on all sides. Respond to prompts before teaching the learning segment.

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 Clip(s) ¹¹	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	1	2	No more than 20 minutes total running time (but not less than 3 minutes)	<ul style="list-style-type: none"> Before you record your video, obtain permission from a parent/guardian of learners (or, if appropriate, the learners themselves) and from adults who appear in the video. Refer to Instruction Task 2, What Do I Need to Do? for video clip content and requirements. When naming each clip file, include the number of the lesson shown in the video clip.
Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 8 pages of commentary, including prompts If needed, no more than 2 additional pages of supporting documentation	<ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1" margins on all sides. IMPORTANT: <ul style="list-style-type: none"> Insert documentation at the end of the commentary file if <ul style="list-style-type: none"> you or the learners are using graphics, texts, or images that are not clearly visible in the video you chose to submit a transcript for occasionally inaudible portions of the video you chose to submit a transcript of sign language communication that is not clearly visible in the video or a translation of words and/or phrases in a language other than English or sign language that appear in the video If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., "Clip 1, lesson 2, text from a whiteboard that is not visible in the video," "Clip 2, lesson 4, transcription of a learner response that is inaudible").

¹¹ **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Work Sample ¹²	<p>For a written work sample: .doc; .docx; .odt; .pdf</p> <p>For an audio work sample: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p>For a video work sample: asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	0	1	<p>For a written work sample: No limit</p> <p>For an audio work sample: No more than 2 minutes total running time</p> <p>For a video work sample: No more than 2 minutes total running time</p>	<p>For a written work sample:</p> <ul style="list-style-type: none"> Use correction fluid, tape, or a felt-tip marker to mask or remove the focus learner's name, your name, and the name of the school before copying/scanning any work sample. If your focus learner's writing is illegible, write a transcription directly on the work sample. Insert a translation immediately after a written work sample for any portions in braille or in a language other than English (no page limit). <p>For a video work sample:</p> <ul style="list-style-type: none"> If more than one learner is visible, indicate in Assessment Commentary Prompts 1c and 2a how the focus learner can be recognized. If you submit a video student work sample and comments made by you or your focus learner cannot be clearly heard (or seen, if signed), do one of the following: (1) attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Assessment Commentary; (2) embed quotes with time-stamp references in the commentary response; or (3) insert captions in the video (captions for this purpose will be considered permissible editing). For a video work sample that is entirely in a language other than English or sign language, attach a translation to the end of the Assessment Commentary (no page limit). <p>IMPORTANT: Do not submit an additional file for Part A if a work sample is from the video clip(s) from Instruction Task 2. Provide a time-stamp reference for an Instruction Task 2 video (no more than 2 minutes) in Prompt 1c in the Assessment Commentary.</p>

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¹² **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications continued

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Completed Daily Assessment Records and Baseline Data	.doc; .docx; .odt; .pdf	1	2	No limit	<p>Daily Assessment Records</p> <ul style="list-style-type: none"> Submit one copy of the completed daily assessment record for each lesson in 1 file. Within the file, label each record with the lesson number. List the lesson objective(s) assessed on each daily assessment record. <p>Baseline Data</p> <ul style="list-style-type: none"> You may include the baseline data at the beginning of the daily assessment records or submit as a separate file.

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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: Evidence of Feedback ¹³ And, if included, video or work sample evidence of use of the communication skill not provided elsewhere	<p>For written feedback not written on the work sample or a work sample with evidence of use of the communication skill not submitted in Part A: .doc; .docx; .odt; .pdf</p> <p>For audio feedback: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p>For video clips (feedback or use of the communication skill): asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	0	2	<p>No page limit for written feedback or work sample</p> <p>No more than 3 minutes for video or audio feedback</p> <p>No more than 5 minutes for video evidence of the focus learner's use of the communication skill</p>	<ul style="list-style-type: none"> Document the location of your evidence of feedback in the Assessment Commentary. If feedback is not included as part of the work sample or recorded on the video clip(s) from Instruction Task 2, submit only 1 file—a document, video file, OR audio file. If you submit feedback as a video or audio clip and comments made by you or your focus learner cannot be clearly heard (or seen, if signed in a video), do one of the following: (1) attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Assessment Commentary; (2) embed quotes with time-stamp references in the commentary response; or (3) insert captions in the video (captions for this purpose will be considered permissible editing). For written feedback that is in braille or in a language other than English, submit the feedback with a translation (no page limit). For video or audio feedback in a language other than English or sign language, attach a translation of the feedback and any focus learner communication in that language needed to understand the feedback to the end of the Assessment Commentary (no page limit). If more than one learner is seen or heard in a video or audio clip of feedback, describe how to recognize the focus learner in Assessment Commentary Prompt 2a. For Optional Evidence of Use of Communication Skill—If you opt to not use the work sample analyzed as evidence of language use, you may provide a new written work sample not submitted in Part A, identify a portion of a clip provided for Instruction Task 2, OR submit an entirely new clip. A new written work sample or new clip should be clearly labeled as evidence of use of the communication skill.

(Continued on next page)

¹³ **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications continued

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part D: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<p>No more than 8 pages of commentary, including prompts</p> <p>Plus</p> <ul style="list-style-type: none"> ■ no more than 5 pages for the additional information associated with the work sample ■ if necessary, no more than 2 total pages of transcription for inaudible or, for sign language, uninterpretable portions of a clip 	<ul style="list-style-type: none"> ■ Use Arial 11-point type. ■ Single space with 1" margins on all sides. ■ Insert a translation or transcription at the end of the commentary file for parts of the video evidence in a language other than English or sign language OR, if captions are not provided, for communication between the candidate and focus learner that is unclear, label the translation or transcription with the type of evidence (e.g., work sample, feedback, use of communication skill). <p>IMPORTANT: For the work sample, attach a blank copy of a written assessment, including directions/prompts provided to the focus learner, or a blank data sheet for a performance assessment if not part of the daily assessment records, including a transcript of any oral directions/prompts.</p>

Glossary

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

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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Four Strands of ELA/Literacy Standards			
Reading	Writing	Speaking and Listening	Language
<i>Text complexity and the</i>	<i>Text types, responding to reading, and research. The</i>	<i>Flexible communication and collaboration. Including but</i>	<i>The Language standards</i>

<p><i>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>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>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>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>
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Three Parts of ELD Standards

Interacting in Meaningful Ways	Learning About How English Works	Using Foundational Literacy Skills
<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 Standards in Foundational Literacy Skills are intended to guide instruction for students in kindergarten through grade 5, these standards need to be adapted—</p>

		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 A: Academic Language

Examples will be added when handbook revision work is finalized.

Appendix B: Elementary Literacy Teacher Performance Assessment Learning Segment Considerations

Examples will be added when handbook revision work is finalized.