edTPA™

Early Childhood

Assessment Handbook

September 2014
edTPA Early Childhood Assessment Handbook

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 (AAHPERD, ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA), and content validation reviewers. All contributions are recognized and appreciated.

This document was authored by the Stanford Center for Assessment, Learning and Equity (SCALE) with editorial and design assistance from Evaluation Systems.

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SCALE
Stanford Center for Assessment, Learning, & Equity
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Introduction to edTPA in Early Childhood

Purpose

The purpose of edTPA Early Childhood, a nationally available performance-based assessment, is to measure novice teachers’ readiness to teach young children, ages 3–8. The assessment is designed with a focus on children’s 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 children’s needs
- consider research and theory about how children learn
- reflect on and analyze evidence of the effects of instruction on children’s learning

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

Overview of the Assessment

The edTPA Early Childhood assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Children in Learning
3. Assessing Children’s Learning

For this assessment, you will first develop 3–5 consecutive learning experiences that build on each other and are to be presented over the course of one week. These learning experiences are referred to as a learning segment. Consistent with the 2010 National Association for the Education of Young Children (NAEYC) Standards for Initial and Advanced Early Childhood Professional Preparation Programs1 and the National Board for Professional Teaching Standards (NBPTS) Early Childhood Generalist Standards,2 the learning segment should include developmentally appropriate practices that promote

- the active and multimodal nature of young children’s learning AND
- intentional support for language and literacy development in an interdisciplinary context.

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Although our professional organization considers early childhood to be birth–eight years of age, this assessment was designed to assess beginning teaching practices of candidates working with young children beyond infancy in a classroom structure.

Developmentally appropriate practice requires that the teacher support the whole child through supportive and challenging active learning experiences that indicate an understanding of the current developmental, cultural, and linguistic strengths and needs of young children. Instruction to promote language and literacy development should take place across disciplinary contexts and attend to the interrelated processes of listening, speaking, reading, writing, and visually representing in a learning environment that supports the whole child and provides a healthy, respectful, supportive, and challenging context for learning.

After developing the learning experiences, you will then carry out the learning segment, making a videorecording of your interactions with children during the learning experiences. You will also assess, informally and formally, children’s learning throughout the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., plans, clips from your videorecording, assessment materials, learning materials, evidence of children’s learning), 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.

Although the full scope of an interdisciplinary and interrelated curriculum may not be feasible in a short learning segment, you should construct your learning segment in a comprehensive and integrated way in order to support the whole child and take into account the active, multimodal nature of young children’s learning.

The edTPA Tasks and the Cycle of Effective Teaching

The three edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on children’s learning). The Planning task documents your intended teaching, the Instruction task documents your enacted teaching, and the Assessment task documents the impact of your teaching on children’s learning.
The three tasks and the evidence you provide for each are framed by your understandings of your children and their learning. As you develop, document, and carry out the learning experiences you have designed, you will reflect upon the cyclical relationship among planning, instruction, and assessment with a focus on your children's learning needs.

Evidence of Teaching Practice: Artifacts and Commentaries
An essential part of edTPA is the submission of evidence of how you planned and implemented developmentally appropriate learning experiences to promote language and literacy development in an interdisciplinary context and attended to the active, multimodal nature of young children’s learning. This evidence includes both artifacts and commentaries:

- **Artifacts** represent authentic work completed by you and your children. These include plans, copies of instructional and assessment materials, video clips of your teaching, and children’s work samples (e.g., drawings, writing, photos of block buildings or constructions, or children at work).

- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice and the children’s learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well-focused.

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the [Early Childhood Evidence Chart](#) for information about how your evidence should be formatted for electronic submission.
Evaluation Criteria
The evidence (i.e., artifacts and commentaries) you submit will be judged on five components of teaching practice:

1. Planning
2. Instruction
3. Assessment
4. Analyzing Teaching
5. Language Development

You will provide evidence for the Planning, Instruction, and Assessment components within the corresponding tasks. You will provide evidence for the Analyzing Teaching component across all three tasks. You will provide evidence for the language development component in the Planning task, as well as in the Instruction AND/OR Assessment tasks.

The rubrics used to score your performance on edTPA are included in this handbook, following the sections describing the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

Structure of the Handbook
The following pages provide specific instructions on how to complete each of the three tasks of the edTPA Early Childhood assessment. After an overview of the tasks, the handbook provides instructions for each task organized into four sections:

1. **What Do I Need to Think About?**
   This section provides focus questions for you to think about when completing the task.

2. **What Do I Need to Do?**
   This section provides specific and detailed directions for completing the task.

3. **What Do I Need to Write?**
   This section tells you what you need to write, and also provides specific and detailed directions for writing the commentary for the task.

4. **How Will the Evidence of My Teaching Practice Be Assessed?**
   This section includes the rubrics that will be used to assess the evidence you provide for the task.
Additional requirements and resources are provided for you in this handbook:

- **Professional Responsibilities**: guidelines for the development of your evidence
- **Early Childhood Context for Learning Information**: prompts used to collect information about your school/classroom context
- **Early Childhood 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 rolling your cursor over each glossary term marked with a dotted underline throughout the handbook or by referring to the Early Childhood Glossary.

Your preparation program will have additional resources that provide guidance as you develop your evidence. In particular, you should review the *Making Good Choices* document prior to beginning the planning of the learning segment.

Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks. Refer to the **Professional Responsibilities** section of this handbook for important information about permissions, confidentiality, and other requirements.

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.
## edTPA Early Childhood Tasks Overview

### Task 1: Planning for Instruction and Assessment

<table>
<thead>
<tr>
<th>What to Do</th>
<th>What to Submit</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>► Select one class as a focus for this assessment.</td>
<td>Part A: Context for Learning Information</td>
<td>Planning Rubrics</td>
</tr>
<tr>
<td>► Provide relevant context information.</td>
<td>Part B: Plans for Learning Segment</td>
<td>Rubric 1: Planning for the Whole Child</td>
</tr>
<tr>
<td>► Identify a learning segment to plan, teach, and analyze children’s learning. Your learning segment should include 3–5 learning experiences.</td>
<td>Part C: Instructional Materials</td>
<td>Rubric 2: Planning to Support Varied Learning Needs</td>
</tr>
<tr>
<td>► Determine a central focus for your learning segment. The central focus should support children’s language and literacy development in an interdisciplinary context through active and multimodal learning experiences.</td>
<td>Part D: Assessments</td>
<td>Rubric 3: Using Knowledge of Children to Inform Teaching and Learning</td>
</tr>
<tr>
<td>► Write and submit a plan for each learning experience in the learning segment.</td>
<td>Part E: Planning Commentary</td>
<td>Rubric 4: Identifying and Supporting Language Development</td>
</tr>
<tr>
<td>► Select and submit key instructional materials needed to understand what you and the children will be doing.</td>
<td></td>
<td>Rubric 5: Planning Assessments to Monitor and Support Children’s Learning</td>
</tr>
<tr>
<td>► Respond to commentary prompts prior to teaching the learning segment.</td>
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</tr>
<tr>
<td>► As part of the commentary, choose one learning experience to analyze children’s use of vocabulary. Identify the language that children will be expected to use to engage in the learning experience and your instructional supports for that language.</td>
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<tr>
<td>► Submit copies of directions for all planned assessments from the learning segment.</td>
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</tr>
</tbody>
</table>

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3 Developmentally appropriate sounds, words, phrases, sentences, and paragraphs that you want children to use or create to engage in the learning experience.
## Task 2: Instructing and Engaging Children in Learning

<table>
<thead>
<tr>
<th>What to Do</th>
<th>What to Submit</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain required permissions for videorecording from parents/guardians of your children and other adults appearing in the video.</td>
<td>Part A: Video Clips</td>
<td>Instruction Rubrics</td>
</tr>
<tr>
<td>Identify learning experiences from the learning segment you planned in Task 1 to videorecord. You should choose learning experiences that show you interacting with children to promote language and literacy development in an interdisciplinary context during active and multimodal learning experiences.</td>
<td>Part B: Instruction Commentary</td>
<td>Rubric 6: Learning Environment</td>
</tr>
<tr>
<td>Videorecord your teaching and select 2 video clips (no more than 15 minutes total). Clip 1 should show large-group interaction (minimum of 4 children), and Clip 2 should show small-group interaction or interaction with an individual.</td>
<td></td>
<td>Rubric 7: Engaging Children in Learning</td>
</tr>
<tr>
<td>Analyze your teaching and your children’s learning in the video clips by responding to commentary prompts.</td>
<td></td>
<td>Rubric 8: Deepening Children’s Learning</td>
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<tr>
<td></td>
<td></td>
<td>Rubric 9: Subject-Specific Pedagogy</td>
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<td></td>
<td></td>
<td>Rubric 10: Analyzing Teaching Effectiveness</td>
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</tbody>
</table>
### Task 3: Assessing Children’s Learning

<table>
<thead>
<tr>
<th>What to Do</th>
<th>What to Submit</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>► Select one common assessment from the learning segment that you will use to evaluate the language and literacy development for all of the children you are working with in the learning segment.</td>
<td>▶ Part A: Video or Audio Evidence of Learning</td>
<td>Assessment Rubrics</td>
</tr>
<tr>
<td>► Define and submit the evaluation criteria you will use to analyze children’s learning related to their language and literacy development.</td>
<td>▶ Part B: Observation Notes and Work Samples</td>
<td>Rubric 11: Analysis of Children’s Learning</td>
</tr>
<tr>
<td>► Select 2 children who represent a range of developmental levels related to the central focus of the learning segment. These children will be your focus children for the analysis. At least one of the children must have identified learning needs.</td>
<td>▶ Part C: Evidence of Feedback</td>
<td>Rubric 12: Providing Feedback to Guide Learning</td>
</tr>
<tr>
<td>► Collect and analyze 3 sources of evidence related to the assessment for each focus child.</td>
<td>▶ Part D: Assessment Commentary</td>
<td>Rubric 13: Children’s Use of Feedback</td>
</tr>
<tr>
<td>► Analyze the sources of evidence to identify quantitative and qualitative patterns of learning.</td>
<td>▶ Part E: Evaluation Criteria</td>
<td>Rubric 14: Analyzing Children’s Language Development</td>
</tr>
<tr>
<td>► Summarize the learning for all of the children within the learning segment, referring to the evidence of learning from the 2 focus children to illustrate patterns in children’s understanding.</td>
<td></td>
<td>Rubric 15: Using Assessment to Inform Instruction</td>
</tr>
<tr>
<td>► Submit feedback for the evidence of learning for the 2 focus children in written, audio, or video form.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>► Analyze evidence of children’s language use from (1) the video clips from the Instruction task, (2) an additional video clip of one or both of the focus children using language within the learning segment, AND (3) the evidence of children’s learning from the Assessment task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>► Analyze evidence of children’s learning, and plan for next steps by responding to commentary prompts.</td>
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</tbody>
</table>
**Task 1: Planning for Instruction and Assessment**

**What Do I Need to Think About?**

In Task 1: Planning for Instruction and Assessment, you will describe your plans for the learning segment and explain how the learning experiences you have planned are appropriate for the children you are teaching. As you develop your plans, you need to think about the following:

- What do the children know, what can they do, and what are they learning to do?
- What do you want the children to learn? What are the important understandings and core concepts you want children to develop within the learning segment?
- What instructional strategies, learning experiences, and assessments will you design to support children’s language and literacy development?
- How is the teaching you propose supported by research and theory about how children learn?
- How is the teaching you propose informed by your knowledge of children?

Task 1 prepares you to demonstrate and analyze the effectiveness of the planned learning segment.

**What Do I Need to Do?**

- **Select a class.** If you are involved in more than one class, select one focus class for this assessment. If your placement has you responsible for a group rather than the full class, Task 1 should describe plans for the learning experiences of that group (minimum of 4 children). That group will constitute “the class” for edTPA.

- **Provide context information.** The Early Childhood Context for Learning Information form is provided later in this handbook and must be submitted in a template. This form provides essential information about your children and your school/classroom. The context information you submit should be no more than 3 pages, including the prompts.

- **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of 3–5 learning experiences.

- **Identify a central focus.** Identify the central focus along with the content standards and objectives you will address in the learning segment. The central focus should promote the:
  - active and multimodal nature of young children’s learning AND
  - developmentally appropriate learning of language and literacy within an interdisciplinary context
Select a key learning experience and associated vocabulary necessary to engage in the learning experience.

Write a plan for each learning experience in the learning segment. Your plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.

Your plans must include the following information, even if your teacher preparation program requires you to use a specific lesson plan format:

- State-adopted standards for your age group and/or 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs and/or NBPTS Early Childhood Generalist Standards that are the target and/or goal of the learning experiences. (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.)
- Learning objectives associated with the content standards
- Informal and formal assessments used to monitor children’s learning, including type(s) of assessment, and what is being assessed
- Instructional strategies and learning tasks (including what you and the children will be doing) that support diverse children’s needs
- Instructional resources and materials used to engage children in the learning experiences

Each plan must be no more than 4 pages in length. You will need to condense or excerpt learning experience plans longer than 4 pages. Any rationale for decisions should be included in your Planning Commentary and deleted from your plans.

Respond to the prompts listed in the Planning Commentary section prior to carrying out the learning segment.

Submit your original plans for the learning experiences. If you make changes while carrying out the learning segment, you may offer reflection on those changes in the Instruction and Assessment Commentaries that are part of Tasks 2 and 3.

Select, list, and/or submit key instructional materials needed to understand what you and the children will be doing (no more than 5 additional pages per plan). The instructional materials might include such items as cooking materials, texts, art, writing materials, blocks, manipulatives, and science materials.

Document and submit all assessment materials that you plan to use to monitor children’s learning. (Submit only the blank assessment given to children; do not submit children’s 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). At the end of the Planning Commentary, list all citations, labeled with the number of the planned learning experience.

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4 Developmentally appropriate sounds, words, phrases, sentences, and paragraphs that you want children to use or create to engage in the learning experience.
See the **Task 1: Artifacts and Commentary Specifications** in the Early Childhood 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.

### What Do I Need to Write?

In Task 1: Planning for Instruction and Assessment, you will write

- a description of your context for learning (see “What Do I Need to Do?” above for directions)
- plans for learning experiences (see “What Do I Need to Do?” above for directions)
- a commentary explaining your plans for the learning experiences (see “Planning Commentary” below for directions)

### Planning Commentary

In Task 1: Planning for Instruction and Assessment, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 9 single-spaced pages**, including the prompts.

1. **Central Focus**
   a. Describe the central focus for the learning segment.
   b. Given the central focus, describe how the standards and learning objectives within your learning segment promote children’s
      - active and multimodal nature of learning
      - language and literacy development in an interdisciplinary context
   c. Explain how your instructional plans build on each other to make connections between the active and multimodal nature of young children’s learning and their language and literacy development.
   d. Describe what was done (or could be done) to construct a physical learning environment that supports the active and multimodal nature of young children’s language and literacy development.

2. **Knowledge of Children to Inform Teaching**

   For each of the prompts below (2a–c), describe what you know about the children in your class with respect to the central focus of the learning segment.

   Consider the variety of learners in your class who may require different strategies/support (e.g., children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, children who are underperforming or those with gaps in academic knowledge, and/or gifted children).

   a. Your children’s development related to the central focus—What do you know about the children’s
- social and emotional development
- cognitive and physical development
- language development for communication

b. Prior learning and prerequisite skills related to language and literacy development—Cite evidence of what the children know, what they can do, and what they are learning to do related to language and literacy development.

c. Personal/cultural/community assets—What do you know about your children’s everyday experiences, cultural backgrounds and practices, and interests?

3. Supporting Children’s Development and Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and learning experience plans you have included as part of Task 1. In addition, use principles from research and/or developmental theory to support your explanations.

a. Justify how your understanding of the children’s development, prior learning, and personal/cultural/community assets (from prompts 2a–c above) guided your choice or adaptation of learning experiences and materials. Be explicit about the connections between the learning tasks and children’s prior learning, assets, and research/developmental theory.

b. Describe and justify why your instructional strategies and planned supports are appropriate for all of the children who participate in your learning segment, including individuals with specific learning needs. Consider children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children.

c. Describe common developmental approximations or misunderstandings that pertain to the learning experiences you are planning for the children and how you plan to address them.

4. Supporting Children’s Language Development

Respond to prompts 4a–c below by referring to key vocabulary for the learning segment.

a. Identify the vocabulary (i.e., developmentally appropriate sounds, words, phrases, sentences, or paragraphs) that will support children’s learning in the planned learning experiences.

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5 For example, common beginning or transitional language errors or other attempts to use skills or processes just beyond a child’s current level/capability.

6 Developmentally appropriate sounds, words, phrases, sentences, and paragraphs that you want children to use or create to engage in the learning experience.
b. Identify a key learning experience from the learning segment plans that provides children with opportunities to develop, practice, and/or use the vocabulary identified in prompt 4a. (Identify the plan day/number.)

Consider the range of children’s language development—what do children already know, what are they struggling with, and/or what is new to them?

c. **Language Supports**

Refer to your plans and instructional materials as needed in your response to the prompt below.

- Describe the instructional supports (during and/or prior to the learning experience) that help children develop and use the vocabulary identified in prompt 4a.

5. **Monitoring Children’s Learning**

In response to the prompts below, refer to the assessments you will submit as part of the materials for Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence of multiple modalities to monitor children’s learning of language and literacy throughout the learning segment.

b. Explain how the design or adaptation of your planned assessments allows children with specific needs to demonstrate their learning.

Consider all children along the continuum of development (including children with IEPs or 504 plans, English language learners, struggling readers, and/or gifted children).

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How Will the Evidence of My Teaching Practice Be Assessed?

For Task 1: Planning for Instruction and Assessment, your evidence will be assessed with rubrics 1–5, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.
## Planning Rubrics

### Rubric 1: Planning for the Whole Child

**How do the candidate’s plans support the active and multimodal nature of young children’s development of language and literacy?**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
</table>
| Candidate’s plans for instruction are developmentally inappropriate **OR** focus solely on one modality for learning. **OR**
| Candidate’s plans for instruction *support language and literacy development using only one modality with little connection to the active nature of children’s learning.* **OR**
| Candidate’s plans for instruction build on each other to support language and literacy development through *multiple modalities with connections* to the active nature of children’s learning. **OR**
| Candidate’s plans for instruction build on each other to support language and literacy development through multiple modalities with *connections* that *explain* the active nature of children’s learning. **OR**
| *Level 4 plus:* Candidate provides clear examples of the interdisciplinary context in which the learning takes place.*

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7 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.
### Rubric 2: Planning to Support Varied Learning Needs

**How does the candidate use knowledge of the children to support children’s varied learning needs?**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no evidence of planned supports.</td>
<td>The learning experiences are loosely tied to learning objectives and are presented in the same way to all children, with little consideration of differences in the children’s learning approaches or needs.</td>
<td>The learning experiences include supports that are tied to the learning objectives and provide some opportunities for children with different learning approaches or needs to learn and/or demonstrate their learning.</td>
<td>The learning experiences include supports that are tied to learning objectives and promote the developmental needs of specific individuals or groups with similar needs.</td>
<td>Level 4 plus: Supports include specific strategies to identify and respond to developmental approximations or misunderstandings.</td>
</tr>
</tbody>
</table>

**OR**

Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.
Rubric 3: Using Knowledge of Children to Inform Teaching and Learning

How does the candidate use knowledge of the children to justify instructional plans?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s justification of learning tasks either is missing OR represents a deficit view of children and their backgrounds.</td>
<td>Candidate justifies learning tasks with limited attention to children’s • prior academic learning OR • personal/cultural/community assets.</td>
<td>Candidate justifies why learning tasks (or their adaptations) are developmentally appropriate using examples of children’s • prior academic learning OR • personal/cultural/community assets.</td>
<td>Candidate justifies why learning tasks (or their adaptations) are developmentally appropriate using examples of children’s • prior academic learning AND • personal/cultural/community assets.</td>
<td>Candidate makes superficial connections to research and/or developmental theory. Level 4 plus: Candidate’s justification is supported by principles from research and/or developmental theory.</td>
</tr>
</tbody>
</table>

Candidate makes superficial connections to research and/or developmental theory.
Rubric 4: Identifying and Supporting Language Development

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate identifies vocabulary that is developmentally inappropriate OR is not aligned with the central focus OR learning experience.</td>
<td>Candidate identifies vocabulary vaguely aligned to the learning experience or central focus.</td>
<td>Candidate identifies vocabulary related to the learning experience and central focus.</td>
<td>Candidate identifies vocabulary related to the learning experience and central focus.</td>
<td>Level 4 plus: Language supports are differentiated to meet the needs of all children with different levels of language development.</td>
</tr>
<tr>
<td>OR</td>
<td>Plans include general support for vocabulary development.</td>
<td>Plans include general support for vocabulary development.</td>
<td>Plans include differentiated support to target some children’s use of vocabulary.</td>
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<tr>
<td>Language supports are missing or are not aligned with the learning task.</td>
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</table>

8 Developmentally appropriate sounds, words, phrases, sentences, and paragraphs that children must use or create to engage in the learning experience.
## Rubric 5: Planning Assessments to Monitor and Support Children’s Learning

How are the informal and formal assessments selected or designed to monitor children’s active and multimodal development of language and literacy?

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<th>Level 4</th>
<th>Level 5</th>
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</thead>
</table>
| Planned assessments only provide evidence of one mode of learning.  
  OR  
  Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans. | Planned assessments provide limited evidence of different modalities to monitor children’s learning during the learning segment. | Planned assessments provide evidence of multiple modalities to monitor children’s learning at some points during the learning segment. | Planned assessments provide evidence of multiple modalities to monitor children’s learning throughout the learning segment. | Level 4 plus: Planned assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning. |
Task 2: Instructing and Engaging Children in Learning

What Do I Need to Think About?

In Task 2: Instructing and Engaging Children in Learning, you will demonstrate how you support and engage children in learning. Before you begin your instruction, you need to think about the following:

- What kind of learning environment do you want to develop in order to establish respect and rapport, and to support children’s engagement in the learning experience?
- What kinds of interdisciplinary learning experiences actively engage children in the language and literacy context?
- How will you elicit and build on children’s responses that develop and deepen children’s understanding of what they are learning?
- In what ways will you connect new content to children’s prior academic learning and personal, cultural, community, and developmental assets during your instruction?
- How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of children’s learning needs?

What Do I Need to Do?

- **Obtain required permissions for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your children 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 experiences in which you and children are actively engaged. The video clips you select for submission should demonstrate how you engage children in developmentally appropriate practices that support the whole child in an interdisciplinary language and literacy context and take into consideration the active, multimodal nature of young children’s learning.
- **Identify learning experiences to videorecord.**
- **Provide 2 video clips (totaling no more than 15 minutes)** that demonstrate how you interact with children and create a positive learning environment to promote
  - language and literacy learning in an interdisciplinary context
  - the active, multimodal nature of young children’s learning
- Clip 1 should show large-group interaction (**minimum of 4 children**), and Clip 2 should show small-group interaction or interaction with an individual.
(Optional) **Provide evidence of children's language use.** You may provide evidence of children's language use with your video clips from Task 2, an additional video clip of one or more children using language within the learning segment (no more than 5 minutes in length), AND/OR through the children’s work samples analyzed in Task 3.

**Videorecord your classroom teaching.** Tips for videorecording your class are available from your teacher preparation program.

**Select the 2 video clips to submit** and verify that the clips meet the following requirements:

- Check the video and sound quality to ensure that you and the children you are working with can be seen and heard on the video clips you submit. If most of the audio in a clip cannot be understood by a scorer, submit a different 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; or 2) embed quotes with time-stamp references in the commentary response.

- 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.

**Respond to the prompts** listed in the Instruction Commentary section below after you have completed the learning segment.

**Determine if additional information is needed to understand what you and the children 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 Instruction Commentary (no more than 2 pages in addition to the responses to the commentary prompts).

See the [Task 2: Artifacts and Commentary Specifications](#) in the Early Childhood 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.

### What Do I Need to Write?

#### Instruction Commentary

In Task 2: Instructing and Engaging Children in Learning, you will write a commentary, responding to the prompts below. Your commentary should be no more than 6 single-spaced pages, including the prompts. If needed, insert no more than 2 additional pages of supporting documentation for the videorecordings at the end of the commentary (e.g., digital copies of indiscernible materials or transcriptions of inaudible comments).
1. Which learning experience(s) are shown in the video clips? Identify the learning experience(s) by plan/day number.

2. **Promoting a Positive Learning Environment**
   Refer to scenes in the video clips where you provided a positive learning environment.
   
   a. How did you demonstrate mutual respect for, rapport with, and responsiveness to children with varied needs and backgrounds, and challenge children to engage in learning?

3. **Engaging Children in Learning**
   Refer to examples from the video clips in your responses to the prompts.
   
   a. Explain how your instruction engaged children in
      - language and literacy development **AND**
      - the active, multimodal nature of young children’s learning
   
   b. Describe how your instruction linked children’s development, prior learning, and personal, cultural, and community assets with new learning.

4. **Deepening Children’s Learning during Instruction**
   Refer to examples from the video clips in your explanations.
   
   a. Explain how you **elicited and built on children’s responses** to promote children’s language and literacy development and take into consideration the active **AND** multimodal nature of young children’s learning.
   
   b. Explain how you made interdisciplinary connections through the learning experience(s) to promote children’s development of language and literacy.

5. **Analyzing Teaching**
   Refer to examples from the video clips in your responses to the prompts.
   
   a. What changes would you make to your instruction—for the class and/or for children who need greater support or challenge—to better support developmentally appropriate practices that promote language and literacy development and take into consideration the active and multimodal nature of young children’s learning (e.g., missed opportunities)?

   Consider the variety of learners in your class who may require different strategies/supports (such as children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, and/or gifted children).

   b. Why do you think these changes would improve children’s learning? Support your explanation with evidence of children’s learning **AND** principles from developmental theory and/or research.
How Will the Evidence of My Teaching Practice Be Assessed?

For Task 2: Instructing and Engaging Children in Learning, your evidence will be assessed using rubrics 6–10, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, instruction, and writing.
# Instruction Rubrics

## Rubric 6: Learning Environment

How does the candidate demonstrate a positive learning environment that supports children’s engagement in learning?

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<td>The clips reveal evidence of unhealthy or disrespectful interactions between teacher and child, or between children.</td>
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<td><strong>OR</strong></td>
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<td>Candidate allows disruptive behavior to interfere with children’s learning.</td>
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<tr>
<td>The candidate <strong>demonstrates respect for children.</strong></td>
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<tr>
<td><strong>AND</strong></td>
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<tr>
<td>Candidate provides a learning environment that serves primarily to control children’s behavior, and minimally supports the learning goals.</td>
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<tr>
<td>The candidate demonstrates <strong>rapport with and respect for children.</strong></td>
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<tr>
<td><strong>AND</strong></td>
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<tr>
<td>Candidate provides a positive, low-risk learning environment that demonstrates mutual respect among children.</td>
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<tr>
<td>The candidate demonstrates rapport with and respect for children.</td>
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<tr>
<td><strong>AND</strong></td>
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<tr>
<td>Candidate provides a challenging learning environment that promotes mutual respect among children.</td>
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<tr>
<td>The candidate demonstrates rapport with and respect for children.</td>
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<tr>
<td><strong>AND</strong></td>
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<tr>
<td>Candidate provides a supportive and challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among children.</td>
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**Rubric 7: Engaging Children in Learning**

**How does the candidate engage children in the active and multimodal nature of young children’s development of language and literacy?**

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<tbody>
<tr>
<td>Children are <strong>observed</strong> in learning experiences that <strong>focus solely on one modality for learning OR are developmentally inappropriate.</strong></td>
<td>Children are <strong>participating</strong> in learning experiences that promote language and literacy development through <strong>at least one modality with vague support of the active nature of children’s learning.</strong></td>
<td>Children are <strong>engaged</strong> in learning experiences that promote language and literacy development through <strong>at least one modality that supports the active nature of children’s learning.</strong></td>
<td>Children are engaged in learning experiences that promote language and literacy development through <strong>multiple modalities</strong> that support the active nature of children’s learning.</td>
<td>Children are engaged in active, multimodal learning experiences that <strong>deepen and extend</strong> their language and literacy development and are <strong>embedded in an interdisciplinary context.</strong></td>
</tr>
<tr>
<td>There is <strong>little or no evidence that the candidate links</strong> children’s development with new learning.</td>
<td>Candidate makes vague or <strong>superficial</strong> links between children’s development and new learning.</td>
<td>Candidate links children’s development <strong>AND prior academic learning to new learning.</strong></td>
<td>Candidate links children’s development, prior academic learning, <strong>AND personal, cultural, or community assets to new learning.</strong></td>
<td>Candidate <strong>prompts children to link</strong> their prior academic learning <strong>AND personal, cultural, or community assets to new learning.</strong></td>
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<tr>
<td><strong>OR</strong></td>
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<tr>
<td>Links between children’s development and new learning cause children to be confused.</td>
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</table>
### Rubric 8: Deepening Children’s Learning

How does the candidate elicit children’s responses to promote the active and multimodal development of language and literacy?

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<tbody>
<tr>
<td>Candidate does most of the talking, and children provide few responses.</td>
<td>Candidate primarily asks surface-level questions and evaluates children’s responses as correct or incorrect.</td>
<td>Candidate elicits children’s responses related to their understanding of language and literacy.</td>
<td>Candidate elicits and builds on children’s responses to promote their understanding and active development of language and literacy.</td>
<td>Candidate facilitates interactions among children so they can evaluate their own abilities to actively develop language and literacy.</td>
</tr>
</tbody>
</table>

*OR*

Candidate responses include significant content inaccuracies that will lead to children's misunderstandings.
## Rubric 9: Subject-Specific Pedagogy

**How does the candidate use interdisciplinary learning experiences to promote children’s development of language and literacy?**

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</thead>
<tbody>
<tr>
<td>Learning experiences seen in the clips promote language and literacy development <strong>with little to no attention to interdisciplinary connections.</strong></td>
<td>In the clips, the candidate makes <strong>vague or superficial reference to interdisciplinary connections</strong> to promote language and literacy development.</td>
<td>In the clips, the candidate makes <strong>interdisciplinary connections to promote language and literacy development.</strong></td>
<td>In the clips, the candidate makes interdisciplinary connections <strong>in ways that deepen children’s development of language and literacy.</strong></td>
<td><strong>Level 4 plus:</strong> Candidate helps children make their own interdisciplinary connections in ways that promote the development of language and literacy.</td>
</tr>
</tbody>
</table>

OR

Materials used in the clips include **significant content inaccuracies** that will lead to children’s misunderstandings.
### Rubric 10: Analyzing Teaching Effectiveness

**How does the candidate use evidence to evaluate and change teaching practice to meet children’s varied learning needs?**

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</table>
| Candidate suggests **changes unrelated to evidence of children’s learning.** | Candidate **proposes changes to teacher practice that are superficially related to children’s learning needs** (e.g., task management, pacing, improving directions). | Candidate proposes changes that **address children’s collective learning needs related to the central focus.**  
**Candidate makes superficial connections to research and/or developmental theory.** | Candidate proposes changes that **address children’s individual and collective learning needs related to the central focus.**  
**Candidate makes connections to research and/or developmental theory.** | **Level 4 plus:**  
Candidate justifies changes using principles of research and/or developmental theory. |
Task 3: Assessing Children’s Learning

What Do I Need to Think About?

In Task 3: Assessing Children’s Learning, you will analyze children’s learning and their language use. Before you begin the analysis, you need to think about the following:

- How will you gather evidence and make sense of what children have learned?
- How will you provide meaningful feedback to your children?
- How will you use evidence of what children know and are able to do to plan next steps in instruction?
- How will you gather evidence of children’s language use that demonstrates their language and literacy development?

What Do I Need to Do?

- **Determine which common assessment from within your learning segment you will use** to evaluate children’s language and literacy development. It should be an individual assessment that is completed by all of the children in the class. (If you are working with only a group within the class for the learning segment, that group will be “the class.”) The common assessment can be in the form of writing, drawing, painting, photos, project work, etc. The common assessment does not need to be gathered at the same exact time for every child. 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 children to demonstrate language and literacy development.

- **Define and submit the evaluation criteria** you will use to analyze children’s learning related to their language and literacy development.

- **Collect and analyze evidence of children’s learning** from the selected assessment to identify patterns of learning (both quantitative and qualitative) within and across learners in the class.

- **Identify 2 children on whom you will focus your analysis.** These children will be your focus children for this task. At least one child must have specific learning needs, for example, a child with an IEP (Individualized Education Program) or 504 plan, an English language learner, a struggling reader, or a child who is less or more developed than most in the group in relation to the developmental continuum.

- **Submit the following 3 sources of evidence for each** of the 2 focus children:
  - **Video or audio evidence of learning.** The video/audio clips (no more than 7 minutes each) should provide evidence of the focus child’s development of language and literacy related to the learning segment. If evidence is submitted as a video recording from the Instruction task (Task 2), provide the time-stamp reference in the appropriate prompt within the Assessment Commentary. If there are multiple children in a clip, clearly identify which children are your focus children at the end of the Assessment Commentary (in no more than two sentences).
- **Observation** (e.g., anecdotal notes or observation tool; **no more than 2 pages per focus child**). Observation tools used and notes should document the child’s development of language and literacy.

- **Work sample from a common assessment.** For each focus child, submit and analyze the work sample from the assessment selected for Task 3 identified above (assessments can be in the form of writing, drawing, painting, photos, project work, etc.). If children complete a product, you may choose to submit a photograph of the work sample. Be sure that the photograph illustrates how the work sample meets your evaluative criteria. The common assessment does not need to be gathered at the same exact time for every child.

- **Document the feedback** you gave to each of the **2 focus children on the common assessment**. Provide feedback either on the work sample itself, as an audio clip, or as a video clip.

  - If you submit feedback as a video or audio clip and your comments to the focus children cannot be clearly heard, attach transcriptions of your comments (**no more than 2 additional pages**) to the end of the Assessment Commentary.

  - If you submit feedback to focus children as a video or audio clip and additional children are present, clearly identify which children are your focus children at the end of the Assessment Commentary (**in no more than two sentences**).

- **Respond to the prompts** listed in the Assessment Commentary section below after analyzing children’s work from the selected assessment.

- **Include and submit the chosen common assessment, including (if applicable) any directions/prompts provided to the children.** Attach the assessment (**no more than 5 additional pages**) to the end of the Assessment Commentary.

- **Provide evidence of children's understanding and use of the targeted vocabulary.** You may choose evidence from the video clips submitted in Task 2, an additional video clip of one or more children using language within the learning segment (**no more than 5 minutes in length**), AND/OR children’s work samples submitted in Task 3.

See the [Task 3: Artifacts and Commentary Specifications](#) in the Early Childhood 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.
What Do I Need to Write?

Assessment Commentary

In Task 3: Assessing Children’s Learning, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 10 single-spaced pages, including the prompts**. Attach the assessment used to evaluate children's language and literacy development (**no more than 5 additional pages**) and, if necessary, a transcription of your feedback to focus children (**no more than 2 additional pages**) to the end of the Assessment Commentary. These additional pages do not count toward the commentary page limit noted above.

1. Analyzing Children’s Learning
   a. Identify the specific language and literacy learning objectives and standards measured by the assessment you chose for analysis.
   b. Provide a graphic (table or chart) or narrative that summarizes children’s learning for the class. Be sure to summarize children’s learning for all evaluation criteria submitted in Task 3, Part E.
   c. Use the class summary provided in prompt 1b and 3 sources of evidence described in the instructions above for each of the 2 focus children to analyze the patterns of learning for the class and focus children relative to language and literacy development.

   Consider children’s strengths (what children understand and do well), and areas of learning that need attention (e.g., common errors, confusions, need for greater challenge).

2. Feedback to Guide Further Learning
   Refer to specific evidence of submitted feedback to support your explanations.
   a. In what form did you submit your evidence of feedback for the 2 focus children?
      - Written directly on work samples or in a separate document;
      - In audio files; or
      - In video clips from the Instruction task (provide a time-stamp reference)
   b. Explain how feedback provided to the 2 focus children addresses their individual and developmental strengths and needs relative to language and literacy development.
   c. How will you support children to apply the feedback to guide improvement, either within the learning segment or at a later time?
3. Evidence of Language Understanding and Use

You may provide evidence of children’s language use from ONE, TWO, OR ALL THREE of the following sources:

1. Use video clips from Task 2 and provide time-stamp references for language use.

2. Submit an additional video file named “Language Use” of no more than 5 minutes in length and provide time-stamp references for children’s language use (this can be footage of one or more children’s language use). See the Task 3 specifications in the Early Childhood Evidence Chart for acceptable file types. Submit the video clip in Task 3, Part C.

3. Use the children’s work samples analyzed in Task 3 and cite language use.

When responding to the prompt below, use concrete examples from the video clips (using time-stamp references) and/or children’s work samples as evidence. Evidence from the video clips may focus on one or more children.

a. Explain the extent to which children were able to use vocabulary\(^9\) to develop content understandings.

4. Using Assessment to Inform Instruction

a. Based on your analysis of children’s learning presented in prompts 1b–c, describe next steps for instruction
   - for the class
   - for the 2 focus children and other individuals/groups with specific needs

Consider the active and multimodal nature of young children’s learning and the variety of learners in your class who may require different strategies/supports (e.g., children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children).

b. Explain how these next steps follow from your analysis of children’s learning. Support your explanation with principles from research and/or developmental theory.

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\(^9\) This vocabulary was identified in Task 1 and refers to developmentally appropriate sounds, words, phrases, sentences, and paragraphs that children use or create to engage in the learning experience.
How Will the Evidence of My Teaching Practice Be Assessed?

For Task 3: Assessing Children’s Learning, your evidence will be assessed using rubrics 11–15, which appear in 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: Analysis of Children’s Learning

**How does the candidate analyze evidence of children’s language and literacy learning?**

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<tbody>
<tr>
<td>The analysis is superficial or not supported by either sources of evidence or the summary of children’s learning. OR The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.</td>
<td>The analysis focuses solely on children’s strengths OR needs, and is supported by the sources of evidence or summary of children’s learning.</td>
<td>The analysis focuses on the focus children’s strengths AND needs and is supported by the sources of evidence. <strong>AND</strong> Analysis includes some attention to differences in children’s learning across the class.</td>
<td>Analysis uses specific examples from the sources of evidence to demonstrate patterns of learning for the focus children. <strong>AND</strong> Patterns of learning are described for the class.</td>
<td>Analysis uses specific examples from the sources of evidence to demonstrate patterns of learning—both quantitative and qualitative—for the whole class related to children’s strengths and needs, and addresses interests that can be used to further their learning.</td>
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Rubric 12: Providing Feedback to Guide Learning

<table>
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<tr>
<th>What type of feedback does the candidate provide to focus children?</th>
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<td><strong>Level 1</strong></td>
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<tr>
<td>Feedback is unrelated to the learning objectives <strong>OR</strong> is developmentally inappropriate.</td>
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<tr>
<td><strong>OR</strong> Feedback contains significant inaccuracies.</td>
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<tr>
<td><strong>OR</strong> No feedback is provided to one or more focus children.</td>
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Rubric 13: Children’s Use of Feedback

How does the candidate provide opportunities for focus children to use the feedback to guide their further learning?

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<tr>
<td>Opportunities for applying feedback are not described.</td>
<td>Candidate provides a vague explanation for how focus children will use feedback.</td>
<td>Candidate <strong>describes</strong> how focus children will apply feedback to improve learning related to learning objectives.</td>
<td>Candidate describes how s/he will <strong>support</strong> focus children to apply feedback on their strengths and needs to deepen understandings related to the learning objectives.</td>
<td><strong>Level 4 plus:</strong> Candidate <strong>describes how s/he will guide</strong> focus children to generalize feedback to support future learning.</td>
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<td><strong>OR</strong></td>
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<tr>
<td>Candidate provides limited or no feedback to inform children’s learning.</td>
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Rubric 14: Analyzing Children’s Language Development

How does the candidate analyze children’s use of vocabulary \(^{10}\) to develop content understanding?

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<tr>
<td>Candidate describes language use that is unrelated to identified vocabulary.</td>
<td>Candidate describes how children are introduced to vocabulary associated with the learning experience.</td>
<td>Candidate explains and provides evidence that children use the vocabulary associated with the learning experience.</td>
<td>Candidate explains and provides evidence of how children use the vocabulary to promote understandings related to the learning experience.</td>
<td>Level 4 plus: Candidate explains and provides evidence of vocabulary use and learning related to the learning experience for children at different levels on the developmental continuum.</td>
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<td>OR</td>
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<tr>
<td>Candidate does not support development of children’s vocabulary.</td>
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<td>OR</td>
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<tr>
<td>Candidate's description or explanation of language use is not consistent with the evidence submitted.</td>
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</tr>
</tbody>
</table>

---

\(^{10}\) Developmentally appropriate sounds, words, phrases, sentences, and paragraphs that children use or create to engage in the learning experience.
## Rubric 15: Using Assessment to Inform Instruction

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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next steps <strong>do not follow</strong> from the analysis.</td>
<td>Next steps primarily focus on changes to teaching practice that are superficially related to children’s learning needs, for example, repeating instruction, pacing, or classroom management issues.</td>
<td>Next steps <strong>propose general support</strong> that improves children’s learning related to assessed standards and objectives.</td>
<td>Next steps <strong>provide targeted support to individuals or groups</strong></td>
<td>Next steps provide targeted support to individuals <strong>AND</strong> groups</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>Next steps are <strong>not relevant to the standards and learning objectives</strong> assessed.</td>
<td>Next steps <strong>propose general support</strong> that improves children’s learning related to assessed standards and objectives.</td>
<td><strong>Next steps are loosely connected with research and/or developmental theory.</strong></td>
<td>Next steps <strong>provide targeted support to individuals or groups</strong></td>
<td>Next steps are <strong>justified with principles from research and/or developmental theory.</strong></td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>Next steps are <strong>not described in sufficient detail</strong> to understand them.</td>
<td>Next steps are <strong>loosely connected with research and/or developmental theory.</strong></td>
<td>Next steps are <strong>connected with research and/or developmental theory.</strong></td>
<td>Next steps are <strong>justified with principles from research and/or developmental theory.</strong></td>
<td>Next steps are <strong>justified with principles from research and/or developmental theory.</strong></td>
</tr>
</tbody>
</table>
Professional Responsibilities

Refer to the following table for an overview of your professional responsibilities in developing evidence for edTPA. If you are submitting artifacts and commentaries for official scoring, refer to www.edTPA.com, for complete and current information before beginning your work. Included here are important information and policies such as submission requirements and deadlines, registration agreements, attestations, permissions, and confidentiality. Whether or not you are submitting for official scoring, you should fulfill the professional responsibilities described below.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protect confidentiality</td>
<td>To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., “the district”) for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, plans, children’s work samples) that could identify individuals or institutions. During videorecording, use children’s first names only. To ensure confidentiality of your children and yourself, do not share your video on any publicly accessible platforms or websites (YouTube, Facebook, etc.).</td>
</tr>
<tr>
<td>Acquire permissions</td>
<td>Before you record your classroom instruction, ensure that you have the appropriate permission from the parents/guardians of your children and from adults who appear in the videorecording. Your program will provide you with procedures and necessary forms to obtain these permissions, according to agreements with the school or district in which you are student teaching or completing your internship. If your program does not provide the necessary forms, you may refer to the sample forms found on <a href="http://www.edTPA.com">www.edTPA.com</a>. The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.</td>
</tr>
<tr>
<td>Cite sources</td>
<td>Provide citations for the source of all materials that you did not create (e.g., published texts, websites, material from other educators). List all citations at the end of the Planning Commentary, labeled by the number of the learning experience.</td>
</tr>
<tr>
<td>Align instruction with state standards</td>
<td>As part of the assessment, you will document the alignment of your plans with state-adopted academic content standards that are the target of children’s learning. Refer to the education agency website for your state to obtain copies of relevant standards for this assessment.</td>
</tr>
</tbody>
</table>
| Follow the guidelines for candidate support at www.edTPA.com | Follow the guidelines for candidate support found at www.edTPA.com as you develop your evidence for edTPA. Although you may seek and receive appropriate support from your university supervisors, cooperating/master teachers, university instructors, or peers during this process, the ultimate responsibility for completing this assessment lies with you. Therefore, when you submit your completed work, you must be able to confirm your adherence with certain statements, such as the following:  
  - I have primary responsibility for teaching the children/class during the learning segment profiled in this assessment.  
  - I have not previously taught this learning segment to the children/class.  
  - The video clips submitted are unedited (continuous) and show me teaching the children/class profiled in the evidence submitted.  
  - The children’s work included in the documentation is that of my students, completed during the learning segment documented in this assessment.  
  - I am author of the commentaries and other written responses to prompts in this assessment.  
  - Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators. |
Early Childhood Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)
   - Preschool: _______
   - Elementary school: _______
   - Other (please describe): _______
   - Urban: _______
   - Suburban: _______
   - Rural: _______

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the Class Featured in This Assessment

1. How much time is devoted each day to language and literacy instruction in your classroom?

2. Is there any ability grouping or tracking in language and literacy? If so, please describe how it affects your class.

3. Identify any textbook or instructional program you primarily use for language and literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

4. List other resources (e.g., electronic whiteboard, hands-on materials, online resources) you use for language and literacy instruction in this class.
About the Children in the Class Featured in This Assessment

1. Grade-level(s): _______________________________________________________

2. Age range: _____

3. Number of
   - children in the class: ______
   - males: ______ females: ______

4. Complete the chart below to summarize required or needed supports, accommodations or modifications for your children that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.

- English language learners
- Gifted children needing greater support or challenge
- Children with Individualized Education Programs (IEPs) or 504 plans
- Struggling readers
- Children who are at different points along the developmental continuum

<table>
<thead>
<tr>
<th>IEP/504 Plans: Classifications/Needs</th>
<th>Number of Children</th>
<th>Supports, Accommodations, Modifications, Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Example: Visual processing</em></td>
<td>2</td>
<td>Close monitoring, large print text, window card to isolate text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Learning Needs</th>
<th>Number of Children</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Example: Struggling readers</em></td>
<td>5</td>
<td>Provide oral explanations for directions, guiding/scaffolding language, and literacy experiences (e.g., breaking down tasks)</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

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Early Childhood 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.

**Task 1: Artifacts and Commentary Specifications**

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Min</td>
<td>Max</td>
<td></td>
</tr>
</tbody>
</table>
| Part A: Context for Learning Information (template provided) | .doc; .docx; .odt; .pdf | 1   | 1         | No more than 3 pages, including prompts | - Use Arial 11-point type.  
- Single space with 1" margins on all sides. |
| Part B: Plans for Learning Segment | .doc; .docx; .odt; .pdf | 1   | 1         | No more than 4 pages per learning experience | - Submit 3–5 plans for each learning experience in 1 file.  
- Within the file, label each plan (Learning Experience 1, Learning Experience 2, etc.).  
- All rationale or explanations for plans should be written in the Planning Commentary and removed from plans for the learning segment. |
| Part C: Instructional Materials | .doc; .docx; .odt; .pdf | 1   | 1         | No more than 5 pages of KEY instructional materials per plan | - Submit all materials in 1 file.  
- Within the file, label materials by corresponding learning experience (Learning Experience 1 Instructional Materials, Learning Experience 2 Instructional Materials, etc.).  
- Order materials as they are used in the learning segment. |
| Part D: Assessments | .doc; .docx; .odt; .pdf | 1   | 1         | N/A | - Submit assessments in 1 file.  
- Within the file, label assessments by corresponding learning experience (Learning Experience 1 Assessments, Learning Experience 2 Assessments, etc.).  
- Order assessments as they are used in the learning segment. |

(Continued on next page)
### Task 1: Artifacts and Commentary Specifications (continued)

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part E: Planning Commentary (template provided)</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>1</td>
<td>No more than 9 pages of commentary, including prompts</td>
<td>Use Arial 11-point type.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>Single space with 1&quot; margins on all sides.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Respond to prompts before teaching the learning segment.</td>
</tr>
</tbody>
</table>
## Task 2: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| Part A: Video Clips          | flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v | 2               | No more than 15 minutes total running time           | ▪ Before you record your video, obtain permission from the parents/guardians of the children and from adults who appear in the video.  
▪ Refer to [Task 2, What Do I Need to Do?](#) for video clip content and requirements.  
▪ When naming each clip file, include the number of the learning experience shown in the video clip.                                                                                     |
| Part B: Instruction Commentary | .doc; .docx; .odt; .pdf | 1               | No more than 6 pages of commentary, including prompts | ▪ Use Arial 11-point type.  
▪ Single space with 1” margins on all sides.  
**IMPORTANT:**  
▪ Insert documentation at the end of the commentary file if you or the children 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  
▪ If submitting documentation, include the video clip number, learning experience number, and explanatory text (e.g., “Clip 1, learning experience 2, text from a whiteboard that is not visible in the video,” “Clip 2, learning experience 4, transcription of a child’s response that is inaudible”). |
## Task 3: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| Part A: Video or Audio Evidence of Learning | **For video evidence:** flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v  
**For audio evidence:** flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma | 0 | 2 | For each focus child, 1 video or audio clip of no more than 7 minutes in length  
- Before you record your video, obtain permission from the parents/guardians of the children and from adults who appear in the video.  
- **IMPORTANT:** If evidence is submitted as a videorecording from the Instruction task, provide the time-stamp reference in the appropriate prompt within the Assessment Commentary. If there are multiple children in a clip, clearly identify which children are your focus children. |
| Part B: Observation Notes and Work Samples | .doc; .docx; .odt; .pdf | 4 | 4 | Observation Notes: No more than 2 pages per focus child  
- Submit 2 files for each focus child: one for the observation notes and one for the work sample.  
- **OBSERVATION NOTES:**  
  - When naming each observation notes file, include the focus child number.  
- **WORK SAMPLES:**  
  - Use correction fluid, tape, or a felt-tip marker to mask or remove children’s names, your name, and the name of the school before copying/scanning any work samples.  
  - On each work sample, indicate the focus child by number (Focus Child 1 Work Sample and Focus Child 2 Work Sample) and refer to them accordingly in the Assessment Commentary.  
  - When naming each work sample file, include the focus child number.  
  - If the children’s writing is illegible, write a transcription directly on the work sample. |
### Task 3: Artifacts and Commentary Specifications (continued)

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part C: Evidence of Feedback</td>
<td>For written feedback not written on the work samples: .doc; .docx; .odt; .pdf</td>
<td>0</td>
<td>3</td>
<td>No page limit for written feedback</td>
</tr>
<tr>
<td>And, if included, video evidence of language use</td>
<td>For audio feedback: flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</td>
<td></td>
<td></td>
<td>No more than 3 minutes per focus child for video or audio feedback</td>
</tr>
<tr>
<td></td>
<td>For video clips (feedback and/or language use): flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</td>
<td></td>
<td></td>
<td>No more than 5 minutes for video evidence of language use</td>
</tr>
</tbody>
</table>

- Document the location of your evidence of feedback in the Assessment Commentary.
- If feedback is not written on the work samples or recorded on the video clips, submit only 1 file for each child—a document, video file, OR audio file—and indicate the child by number (Focus Child 1 Feedback or Focus Child 2 Feedback) in the corresponding feedback.
- When naming each feedback file, include the focus child number.
- If you submit feedback as a video or audio clip and your comments cannot be clearly heard, attach transcriptions of your comments (no more than 2 additional pages) to the end of the Assessment Commentary.
- If you submit feedback to focus children as a video or audio clip and additional children are present, clearly identify which children are your focus children at the end of the Assessment Commentary (in no more than two sentences).
- For Language Use – If you choose to submit a video clip of children’s language use, it should be no more than 5 minutes, with a time-stamp reference for the evidence of language use described in the Assessment Commentary. You may identify a portion of a clip provided for Task 2 or submit an entirely new clip.

(Continued on next page)
### Task 3: Artifacts and Commentary Specifications (continued)

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part D: Assessment Commentary (template provided)</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>1</td>
<td>1</td>
<td>No more than 10 pages of commentary, including prompts Plus no more than 5 additional pages for the chosen assessment, if necessary, no more than 2 additional pages of feedback transcriptions</td>
</tr>
<tr>
<td>Part E: Evaluation Criteria</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Early Childhood Glossary

Source citations for glossary entries are provided as footnotes in this section.

**academic language**: Oral and written language used for academic purposes. Academic language is the means by which children develop and express content understandings. Academic language represents the language of the discipline that children need to learn and use to participate and engage in the content area in meaningful ways. There are **language demands** that teachers need to consider as they plan to support children’s learning of content. These **language demands** include **vocabulary, language functions, and syntax**. For the Early Childhood edTPA handbook, however, academic language is focused only on vocabulary:

- **vocabulary**: Includes developmentally appropriate sounds, words, phrases, sentences, and paragraphs that candidates want children to use or create to engage in the learning experience. For example, including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.¹¹

**active nature of young children's learning**: In the context of teaching, this refers to practices for young children that promote learning through meaningful, relevant, and authentic experiences with materials and with people—by doing (engaging with open-ended, multi-use, rich materials, play, physical action, hands-on experiments), and by having relationships (engaging in conversations, generating, and asking questions), following their own interests and curiosity, being able to make mistakes and learn from their mistakes, learning to control impulses and regulate their emotions, and through the model of adults (how they talk, act, treat each other, etc.).

**aligned**: Consistently addressing the same/similar learning outcomes for children.

**artifacts**: Authentic work completed by you and your children. Artifacts include plans, copies of instructional and assessment materials, video clips of your teaching, and children’s work samples, and are submitted as part of your evidence. Children’s work samples could include writing, drawing, painting, and photos of children at work or of their constructions (e.g., block building, building bricks).

**assessment (formal and informal)**: “[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify teaching and learning activities.”¹² Assessments provide evidence of children’s prior knowledge, thinking, or learning in order to evaluate what children understand and how they are thinking. Informal assessments may include, for example, children’s questions and

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responses during their learning experiences and teacher’s anecdotal observations of children as they work. Formal assessments may include, for example, samples of children’s writing, drawing, painting, photos, and project work.

assets (knowledge of children):

- **personal**: Refers to specific background information that children bring to the learning environment. Children may bring interests, knowledge, everyday experiences, family backgrounds, and so on, that a teacher can draw upon to support learning.

- **cultural**: Refers to the cultural backgrounds and practices that children bring to the learning environment, such as traditions, languages, worldviews, literature, and art, that a teacher can draw upon to support learning.

- **community**: Refers to common backgrounds and experiences that children bring from the community where they live, such as resources, local landmarks, and community events and practices, that a teacher can draw upon to support learning.

**central focus**: A description of the important understandings and core concepts that you want children to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the developmental and subject-specific components in the learning segment. The subject-specific components for an Early Childhood central focus are: developmentally appropriate practices to promote language and literacy development in an interdisciplinary context that take into consideration the active and multimodal nature of young children’s learning. Within an Early Childhood context, the unit of instruction may center on a theme (e.g., birds or insects) or a particular aspect of language and literacy development (e.g., making how-to books, poetry, genre study). However, the *central focus* of the learning segment might be rhyming sounds or poetry made up of 3–5 learning experiences that are developmentally appropriate, take into consideration the active and multimodal nature of young children’s learning, and take place in an interdisciplinary context. For example, a central focus on poetry might include developmentally appropriate, interdisciplinary, active, and multimodal learning experiences on a rhyming poem, haiku poem, and picture poem; or a learning segment on how-to books might include similar learning experiences on reading a how-to book, focusing on parts of the book—title, author, illustrator, table of contents. Or a central focus on learning to express “feelings” through words might include reading a book about feelings, making a chart about different feelings, and drawing a picture about feelings.

**commentary**: Submitted as part of each task and, along with artifacts, make up your evidence. The commentaries should be written to explain the rationale behind your teaching decisions and to analyze and reflect on what you have learned about your teaching practice and your children’s learning.

**engaging children in learning**: Using instructional and motivational strategies that promote children’s active involvement in learning tasks that increase their understanding, knowledge, skills, and abilities related to specific learning objectives.

**evaluation criteria**: Performance indicators or dimensions that are used to assess evidence of children’s learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner’s degree of progress as indicated by the assessment. Evaluation criteria can be represented in various ways, such as a rubric, a checklist of different levels of performance/development, or rules for noting full versus
partial accomplishment. Evaluation criteria may examine at what stage along a continuum of development a child is, correctness/accuracy, cognitive complexity, sophistication or elaboration of responses, or quality of explanations.

**evidence:** Consists of **artifacts** that document how you planned and implemented instruction **AND commentaries** that explain your plans and what is seen in the videorecording(s) or examine what you learned about your teaching practice and your children’s learning. Evidence should demonstrate your ability to design learning experiences with instructional supports that deepen children’s learning, use knowledge of your children to inform instruction, foster a positive learning environment that promotes children’s learning, monitor and assess children’s progress toward learning objectives, and analyze your teaching effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your teacher preparation program.

**interdisciplinary:** Refers to learning experiences that include connections across multiple disciplines. Interdisciplinary instruction embeds learning experiences in a study or theme that cuts across multiple disciplines and enhances the meaning and authenticity of the experiences while supporting specific learning objectives and goals.

**learning environment:** The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for children.

**learning experience:** Includes activities, discussions, or other modes of participation that engage children to develop, practice, and apply skills and knowledge related to a specific learning goal. Learning experiences may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. A sample learning experience for preschoolers could include reading a book about a place visited on a trip somewhere in the neighborhood (supermarket, subway station, park, etc.), and follow up with an assignment for children to draw/write about something they noticed or did on the trip.

**learning objectives:** Learning outcomes to be achieved by the end of the learning experience or learning segment.

**learning segment:** A set of 3–5 learning experiences that build one upon another toward a central focus, with a clearly defined beginning and end.

**multimodal nature of young children’s learning:** Refers to teaching practices for young children that promote learning through the engagement of all their senses, utilizing varied approaches to learning and to demonstrating that learning (i.e., integrated, meaningful experiences that build on children’s interests, nurture their curiosity, and respond to their own unique styles of learning while scaffolding and challenging them to grow in less-developed areas). Use of technology should be developmentally appropriate, active and engaging, support creativity, empower children’s construction of knowledge (e.g., digital storytelling) and be one of many options to support learning.

**patterns of learning:** Includes both quantitative and qualitative consistencies for different groups of children and individuals across the whole class or large group. Qualitative patterns include descriptions of understandings and/or misunderstandings, partial understandings, and/or developmental approximations that underlie the quantitative patterns noted throughout the group of children in relation to the learning experiences. Quantitative patterns indicate in a numerical way the information noted in the qualitative assessment.
planned supports: Instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate children’s learning of the central focus.

prior academic learning and prerequisite skills: Includes children’s content knowledge and skills as well as experiences and understandings developed prior to the learning segment.

rapport: A close and harmonious relationship in which the people or groups understand each other’s feelings or ideas and communicate well with each other.

respect: A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, disrespect, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct are culturally defined and may be context dependent.

rubrics: Subject-specific evaluation criteria used to score your performance on edTPA. These rubrics are included in the handbook, following the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

variety of learners: Children in your class who may require different strategies or support. These children include but are not limited to children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children.

whole child: Refers to developmentally appropriate practices for young children that attend to the social (relational), emotional (feeling), physical (moving/doing), as well as cognitive (thinking) aspects of development along a continuum of growth that is appropriate for their age but responsive to their unique characteristics and that nurture their dispositions to learn.