Missouri Pre-Service Teacher Assessment (MoPTA)

Task 4 NV: Planning, Implementing, Analyzing and Adjusting Instructions to Promote Student Learning

Rubric for Step 1: Planning the Sequence of Lessons Within the Unit (textboxes 4.1.1, 4.1.2, 4.1.3, and 4.1.4)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher candidate's ability to identify the content focus of the unit and the Missouri or national standards for the sequence of lessons; to identify the learning goal(s) of the sequence of lessons that are appropriate for the students; to use students' prior knowledge and background information to influence the planning process; to establish a baseline to measure student growth using whole-class data; to plan to use academic content language, to engage students in critical thinking, and to use questioning skills to promote student learning; to plan to integrate literacy into the	A response at the 2 level provides *partial* evidence that demonstrates the teacher candidate's ability to identify the content focus of the unit and the Missouri or national standards for the sequence of lessons; to identify the learning goal(s) of the sequence of lessons that are appropriate for the students; to use students' prior knowledge and background information to influence the planning process; to establish a baseline to measure student growth using whole-class data; to plan to use academic content language, to engage students in critical thinking, and to use questioning skills to promote student learning; to plan to integrate literacy into the content	A response at the 3 level provides *effective* evidence that demonstrates the teacher candidate's ability to identify the content focus of the unit and the Missouri or national standards for the sequence of lessons; to identify the learning goal(s) of the sequence of lessons that are appropriate for the students; to use students' prior knowledge and background information to influence the planning process; to establish a baseline to measure student growth using whole-class data; to plan to use academic content language, to engage students in critical thinking, and to use questioning skills to promote student learning; to plan to integrate literacy into the	A response at the 4 level provides *consistent* evidence that demonstrates the teacher candidate's ability to identify the content focus of the unit and the Missouri or national standards for the sequence of lessons; to identify the learning goal(s) of the sequence of lessons that are appropriate for the students; to use students' prior knowledge and background information to influence the planning process; to establish a baseline to measure student growth using whole-class data; to plan to use academic content language, to engage students in critical thinking, and to use questioning skills to promote student learning; to plan to integrate literacy into the

Score of 1	Score of 2	Score of 3	Score of 4
content being taught; to design learning activities that are the main focus of the sequence of lessons; to explain how the sequence of lessons will anticipate and address student learning needs; to plan to monitor student learning; to use data collected from assessments or assignments for formative purposes; to use rubrics/scoring guides with students to promote self-regulated learning; to use baseline data to identify the learning needs of each Focus Student; to explain what areas of growth are targeted for each Focus Student for the sequence of lessons; and to explain how the student work samples from each Focus Student will demonstrate learning progress.	being taught; to design learning activities that are the main focus of the sequence of lessons; to explain how the sequence of lessons will anticipate and address student learning needs; to plan to monitor student learning; to use data collected from assessments or assignments for formative purposes; to use rubrics/scoring guides with students to promote self-regulated learning; to use baseline data to identify the learning needs of each Focus Student; to explain what areas of growth are targeted for each Focus Student for the sequence of lessons; and to explain how the student work samples from each Focus Student will demonstrate learning progress.	content being taught; to design learning activities that are the main focus of the sequence of lessons; to explain how the sequence of lessons will anticipate and address student learning needs; to plan to monitor student learning; to use data collected from assessments or assignments for formative purposes; to use rubrics/scoring guides with students to promote self-regulated learning; to use baseline data to identify the learning needs of each Focus Student; to explain what areas of growth are targeted for each Focus Student for the sequence of lessons; and to explain how the student work samples from each Focus Student will demonstrate learning progress.	content being taught; to design learning activities that are the main focus of the sequence of lessons; to explain how the sequence of lessons will anticipate and address student learning needs; to plan to monitor student learning; to use data collected from assessments or assignments for formative purposes; to use rubrics/scoring guides with students to promote self-regulated learning; to use baseline data to identify the learning needs of each Focus Student; to explain what areas of growth are targeted for each Focus Student for the sequence of lessons; and to explain how the student work samples from each Focus Student will demonstrate learning progress.
The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 1. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 1.	The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 1.	The preponderance of evidence for the 4-level criteria is *insightful* and *thoroughly connected* throughout the response for Step 1.

Rubric – Task 4 NV Planning, Implementing, Analyzing, and Adjusting Instruction to Promote Student Learning

Response for Textbox 4.1.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• an *inappropriate* identification of the content focus of the unit and the Missouri or national standards for the sequence of lessons	• a *cursory* identification of the content focus of the unit and the Missouri or national standards for the sequence of lessons	• a *clear* identification of the content focus of the unit and the Missouri or national standards for the sequence of lessons	• a *significant* identification of the content focus of the unit and the Missouri or national standards for the sequence of lessons
• a *trivial* rationale for the selection of the learning goal(s), appropriate to the students, for the sequence of lessons	• an *incomplete* rationale for the selection of the learning goal(s), appropriate to the students, for the sequence of lessons	• a *logical* rationale for the selection of the learning goal(s), appropriate to the students, for the sequence of lessons	• a *thorough* rationale for the selection of the learning goal(s), appropriate to the students, for the sequence of lessons
• *little or no* explanation of how students' prior knowledge **and** background information influenced the planning process	• a *partial* explanation of how students' prior knowledge **and** background information influenced the planning process	• an *informed* explanation of how students' prior knowledge **and** background information influenced the planning process	• an *insightful* explanation of how students' prior knowledge **and** background information influenced the planning process
• *irrelevant* whole-class data used to establish a baseline to measure student growth	• *limited* whole-class data used to establish a baseline to measure student growth	• *relevant* whole-class data used to establish a baseline to measure student growth	• *significant* whole-class data used to establish a baseline to measure student growth

Response for Textbox 4.1.2

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• an *ineffective* plan to use academic content language to promote student learning, with a *disconnected* rationale	• an *inconsistent* plan to use academic content language to promote student learning, with a *partially connected* rationale	• an *informed* plan to use academic content language to promote student learning, with a *connected* rationale	• a *substantive* plan to use academic content language to promote student learning, with a *tightly connected* rationale
• a *trivial* plan to engage students in critical thinking to promote student learning, with a *disconnected* rationale	• an *inconsistent* plan to engage students in critical thinking to promote student learning, with a *partially connected* rationale	• an *effective* plan to engage students in critical thinking to promote student learning, with a *connected* rationale	• a *substantive* plan to engage students in critical thinking to promote student learning, with a *tightly connected* rationale
• an *ineffective* plan to use questioning skills to promote student learning, with a *disconnected* rationale	• an *inconsistent* plan to use questioning skills to promote student learning, with a *partially connected* rationale	• an *appropriate* plan to use questioning skills to promote student learning, with a *connected* rationale	• a *substantive* plan to use questioning skills to promote student learning, with a *tightly connected* rationale
• an *inappropriate* plan to integrate literacy into the content to be taught, with a *disconnected* rationale	• an *inconsistent* plan to integrate literacy into the content to be taught, with a *partially connected* rationale	• a *logical* plan to integrate literacy into the content to be taught, with a *connected* rationale	• a *substantive* plan to integrate literacy into the content to be taught, with a *tightly connected* rationale

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Response for Textbox 4.1.3

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *minimal* learning activities that are the main focus of the sequence of lessons, with a *disconnected* rationale	• *inconsistent* learning activities that are the main focus of the sequence of lessons, with a *loosely connected* rationale	• *targeted* learning activities that are the main focus of the sequence of lessons, with a *connected* rationale	• *significant* learning activities that are the main focus of the sequence of lessons, with a *tightly connected* rationale
• an *irrelevant* explanation of how the design of the activities anticipates and addresses student learning needs	• a *partial* explanation of how the design of the activities anticipates and addresses student learning needs	• a *relevant* explanation of how the design of the activities anticipates and addresses student learning needs	• an *insightful* explanation of how the design of the activities anticipates and addresses student learning needs
• an *ineffective* plan to monitor student learning	• an *incomplete* plan to monitor student learning	• an *effective* plan to monitor student learning	• a *detailed* plan to monitor student learning
• an *inappropriate* plan to use data to be collected from assessments or assignments for formative purposes	• a *limited* plan to use data to be collected from assessments or assignments for formative purposes	• an *appropriate* plan to use data to be collected from assessments or assignments for formative purposes	• an *in-depth* plan to use data to be collected from assessments or assignments for formative purposes
• a *trivial* plan to use rubrics/scoring guides to promote self-regulated learning with students	• an *uneven* plan to use rubrics/scoring guides to promote self-regulated learning with students	• an *informed* plan to use rubrics/scoring guides to promote self-regulated learning with students	• a *thorough* plan to use rubrics/scoring guides to promote self-regulated learning with students

Response for Textbox 4.1.4

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *ineffective* use of baseline data to identify the learning needs of each Focus Student • *inappropriate* areas of growth targeted for each Focus Student during the sequence of lessons, with a *disconnected* reason for the choice • *misinformed* explanation of how the three student work samples from each Focus Student will demonstrate learning progress	• *partial* use of baseline data to identify the learning needs of each Focus Student • *cursory* areas of growth targeted for each Focus Student during the sequence of lessons, with a *loosely connected* reason for the choice • *confusing* explanation of how the three student work samples from each Focus Student will demonstrate learning progress	• *logical* use of baseline data to identify the learning needs of each Focus Student • *appropriate* areas of growth targeted for each Focus Student during the sequence of lessons, with a *connected* reason for the choice • *informed* explanation of how the three student work samples from each Focus Student will demonstrate learning progress	• *extensive* use of baseline data to identify the learning needs of each Focus Student • *significant* areas of growth targeted for each Focus Student during the sequence of lessons, with a *tightly connected* reason for the choice • *in-depth* explanation of how the three student work samples from each Focus Student will demonstrate learning progress

Rubric – Task 4 NV Planning, Implementing, Analyzing, and Adjusting Instruction to Promote Student Learning

Rubric for Step 2: Implementing the Sequence of Lessons Within the Unit (textboxes 4.2.1, 4.2.2, and 4.2.3)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher candidate's ability to determine areas of strength and areas in need of improvement in each Focus Student's learning based on the results of each assessment or assignment; to provide feedback that reflects areas of strength and areas in need of improvement for each Focus Student; to determine steps to take to help each Focus Student understand progress toward the learning goal(s) based on the results of the assessment or assignment and feedback; to use the rubric/scoring guide and student work to promote that understanding; to analyze how the results of the assessment or assignment will inform instruction for each Focus Student; and to determine how the adjustments made to instruction following each assessment or assignment impacted the results of the next assessment or assignment.	A response at the 2 level provides *partial* evidence that demonstrates the teacher candidate's ability to determine areas of strength and areas in need of improvement in each Focus Student's learning based on the results of each assessment or assignment; to provide feedback that reflects areas of strength and areas in need of improvement for each Focus Student; to determine steps to take to help each Focus Student understand progress toward the learning goal(s) based on the results of the assessment or assignment and feedback; to use the rubric/scoring guide and student work to promote that understanding; to analyze how the results of the assessment or assignment will inform instruction for each Focus Student; and to determine how the adjustments made to instruction following each assessment or assignment impacted the results of the next assessment or assignment.	A response at the 3 level provides *effective* evidence that demonstrates the teacher candidate's ability to determine areas of strength and areas in need of improvement in each Focus Student's learning based on the results of each assessment or assignment; to provide feedback that reflects areas of strength and areas in need of improvement for each Focus Student; to determine steps to take to help each Focus Student understand progress toward the learning goal(s) based on the results of the assessment or assignment and feedback; to use the rubric/scoring guide and student work to promote that understanding; to analyze how the results of the assessment or assignment will inform instruction for each Focus Student; and to determine how the adjustments made to instruction following each assessment or assignment impacted the results of the next assessment or assignment.	A response at the 4 level provides *consistent* evidence that demonstrates the teacher candidate's ability to determine areas of strength and areas in need of improvement in each Focus Student's learning based on the results of each assessment or assignment; to provide feedback that reflects areas of strength and areas in need of improvement for each Focus Student; to determine steps to take to help each Focus Student understand progress toward the learning goal(s) based on the results of the assessment or assignment and feedback; to use the rubric/scoring guide and student work to promote that understanding; to analyze how the results of the assessment or assignment will inform instruction for each Focus Student; and to determine how the adjustments made to instruction following each assessment or assignment impacted the results of the next assessment or assignment.

Rubric – Task 4 NV Planning, Implementing, Analyzing, and Adjusting Instruction to Promote Student Learning

Rubric for Step 2 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 2. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 2.	The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 2.	The preponderance of evidence for the 4-level criteria is *insightful* and *thoroughly connected* throughout the response for Step 2.

Response for Textbox 4.2.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *minimal* evidence of the identification of areas of strength and areas in need of improvement in each Focus Student's learning based on the results of the first assessment or assignment, with *disconnected* examples from the student work to support the analysis	• *partial* evidence of the identification of areas of strength and areas in need of improvement in each Focus Student's learning based on the results of the first assessment or assignment, with *loosely connected* examples from the student work to support the analysis	• *informed* evidence of the identification of areas of strength and areas in need of improvement in each Focus Student's learning based on the results of the first assessment or assignment, with *connected* examples from the student work to support the analysis	• *thorough* evidence of the identification of areas of strength and areas in need of improvement in each Focus Student's learning based on the results of the first assessment or assignment, with *tightly connected* examples from the student work to support the analysis
• *ineffective* feedback provided to each Focus Student with an explanation of how that feedback addressed areas of strength and areas in need of improvement, with *ineffective*	• *incomplete* feedback provided to each Focus Student with an explanation of how that feedback addressed areas of strength and areas in need of improvement, with *vague*	• *effective* feedback provided to each Focus Student with an explanation of how that feedback addressed areas of strength and areas in need of improvement, with *appropriate*	• *insightful* feedback provided to each Focus Student with an explanation of how that feedback addressed areas of strength and areas in need of improvement, with *detailed*

Score of 1	Score of 2	Score of 3	Score of 4
examples from student work to support the analysis	examples from student work to support the analysis	examples from student work to support the analysis	examples from student work to support the analysis
• *misinformed* evidence of steps taken to help each Focus Student understand progress toward the learning goal(s) based on the results of the assessment or assignment and feedback	• *limited* evidence of steps taken to help each Focus Student understand progress toward the learning goal(s) based on the results of the assessment or assignment and feedback	• *informed* evidence of steps taken to help each Focus Student understand progress toward the learning goal(s) based on the results of the assessment or assignment and feedback	• *thorough* evidence of steps taken to help each Focus Student understand progress toward the learning goal(s) based on the results of the assessment or assignment and feedback
• *inappropriate* evidence of the use of the rubric/scoring guide and student work to promote understanding of progress toward the learning goal(s)	• *incomplete* evidence of the use of the rubric/scoring guide and student work to promote understanding of progress toward the learning goal(s)	• *appropriate* evidence of the use of the rubric/scoring guide and student work to promote understanding of progress toward the learning goal(s)	• *extensive* evidence of the use of the rubric/scoring guide and student work to promote understanding of progress toward the learning goal(s)
• *unclear* identification of how the results of the first assessment or assignment will inform instruction for each Focus Student, with *minimal* examples of adjustments made to the instruction	• *uneven* identification of how the results of the first assessment or assignment will inform instruction for each Focus Student, with *limited* examples of adjustments made to the instruction	• *clear* identification of how the results of the first assessment or assignment will inform instruction for each Focus Student, with *relevant* examples of the adjustments made to the instruction	• *in-depth* identification of how the results of the first assessment or assignment will inform instruction for each Focus Student, with *thorough* examples of adjustments made to the instruction

Rubric – Task 4 NV Planning, Implementing, Analyzing, and Adjusting Instruction to Promote Student Learning

Response for Textbox 4.2.2

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *minimal* evidence of how adjustments made to instruction following the first assessment or assignment impact the results of the second assessment or assignment, with *ineffective* examples to support the analysis	• *cursory* evidence of how adjustments made to instruction following the first assessment or assignment impact the results of the second assessment or assignment, with *tangential* examples to support the analysis	• *informed* evidence of how adjustments made to instruction following the first assessment or assignment impact the results of the second assessment or assignment, with *clear* examples to support the analysis	• *detailed* evidence of how adjustments made to instruction following the first assessment or assignment impact the results of the second assessment or assignment, with *significant* examples to support the analysis
• *inaccurate* evidence of the identification of areas of strength and areas in need of improvement in each Focus Student's learning based on the results of the second assessment or assignment, with *disconnected* examples from the student work supporting the analysis	• *limited* evidence of the identification of areas of strength and areas in need of improvement in each Focus Student's learning based on the results of the second assessment or assignment, with *loosely connected* examples from the student work supporting the analysis	• *informed* evidence of the identification of areas of strength and areas in need of improvement in each Focus Student's learning based on the results of the second assessment or assignment, with *connected* examples from the student work supporting the analysis	• *in-depth* evidence of the identification of areas of strength and areas in need of improvement in each Focus Student's learning based on the results of the second assessment or assignment, with *tightly connected* examples from the student work supporting the analysis
• *ineffective* feedback provided to each Focus Student with an explanation of how that feedback reflected areas of strength and areas in need of improvement, with *unclear* examples from student work to support the analysis	• *confusing* feedback provided to each Focus Student with an explanation of how that feedback reflected areas of strength and areas in need of improvement, with *tangential* examples from student work to support the analysis	• *effective* feedback provided to each Focus Student with an explanation of how that feedback reflected areas of strength and areas in need of improvement, with *logical* examples from student work to support the analysis	• *substantive* feedback provided to each Focus Student with an explanation of how that feedback reflected areas of strength and areas in need of improvement, with *extensive* examples from student work to support the analysis

Rubric – Task 4 NV Planning, Implementing, Analyzing, and Adjusting Instruction to Promote Student Learning

Score of 1	Score of 2	Score of 3	Score of 4
• *misinformed* evidence of steps taken to help each Focus Student understand progress toward the learning goal(s) based on the results of the assessment or assignment and feedback	• *uneven* evidence of steps taken to help each Focus Student understand progress toward the learning goal(s) based on the results of the assessment or assignment and feedback	• *informed* evidence of steps taken to help each Focus Student understand progress toward the learning goal(s) based on the results of the assessment or assignment and feedback	• *significant* evidence of steps taken to help each Focus Student understand progress toward the learning goal(s) based on the results of the assessment or assignment and feedback
• *inappropriate* evidence of the use of the rubric/scoring guide and student work to promote understanding of progress toward the learning goal(s)	• *inconsistent* evidence of the use of the rubric/scoring guide and student work to promote understanding of progress toward the learning goal(s)	• *appropriate* evidence of the use of the rubric/scoring guide and student work to promote understanding of progress toward the learning goal(s)	• *thorough* evidence of the use of the rubric/scoring guide and student work to promote understanding of progress toward the learning goal(s)
• *little or no* identification of how the results of the second assessment or assignment will inform instruction for each Focus Student, with *unclear* examples of the adjustments made to the instruction	• *incomplete* identification of how the results of the second assessment or assignment will inform instruction for each Focus Student, with *partial* examples of the adjustments made to the instruction	• *clear* identification of how the results of the second assessment or assignment will inform instruction for each Focus Student, with *clear* examples of the adjustments made to the instruction	• *insightful* identification of how the results of the second assessment or assignment will inform instruction for each Focus Student, with *significant* examples of the adjustments made to the instruction

Rubric – Task 4 NV Planning, Implementing, Analyzing, and Adjusting Instruction to Promote Student Learning

Response for Textbox 4.2.3

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *ineffective* evidence of how adjustments made to instruction following the second assessment or assignment impact the results of the third assessment or assignment, with unclear examples to support the analysis	• *limited* evidence of how adjustments made to instruction following the second assessment or assignment impact the results of the third assessment or assignment, with incomplete examples to support the analysis	• *informed* evidence of how adjustments made to instruction following the second assessment or assignment impact the results of the third assessment or assignment, with clear examples to support the analysis	• *in-depth* evidence of how adjustments made to instruction following the second assessment or assignment impact the results of the third assessment or assignment, with detailed examples to support the analysis
• *inaccurate* evidence of the identification of areas of strength and areas in need of improvement in each Focus Student's learning based on the results of the third assessment or assignment, with disconnected examples from the student work to support the analysis	• *incomplete* evidence of the identification of areas of strength and areas in need of improvement in each Focus Student's learning based on the results of the third assessment or assignment, with partial examples from the student work to support the analysis	• *informed* evidence of the identification of areas of strength and areas in need of improvement in each Focus Student's learning based on the results of the third assessment or assignment, with connected examples from the student work to support the analysis	• *significant* evidence of the identification of areas of strength and areas in need of improvement in each Focus Student's learning based on the results of the third assessment or assignment, with tightly connected examples from the student work to support the analysis
• *ineffective* feedback provided to each Focus Student with an explanation of how that feedback reflected areas of strength and areas in need of improvement, with irrelevant examples from student work to support the analysis	• *inconsistent* feedback provided to each Focus Student with an explanation of how that feedback reflected areas of strength and areas in need of improvement, with incomplete examples from student work to support the analysis	• *effective* feedback provided to each Focus Student with an explanation of how that feedback reflected areas of strength and areas in need of improvement, with relevant examples from student work to support the analysis	• *substantive* feedback provided to each Focus Student with an explanation of how that feedback reflected areas of strength and areas in need of improvement, with extensive examples from student work to support the analysis

Score of 1	Score of 2	Score of 3	Score of 4
• *minimal* evidence of steps taken to help each Focus Student understand progress toward the learning goals based on the results of the assessment or assignment and feedback • *inappropriate* evidence of the use of the rubric/scoring guide and student work to promote understanding of the progress toward the learning goal(s) • *unclear* identification of how the results of the third assessment or assignment will inform instruction for each Focus Student, with trivial examples of the adjustments made to the instruction	• *partial* evidence of steps taken to help each Focus Student understand progress toward the learning goals based on the results of the assessment or assignment and feedback • *uneven* evidence of the use of the rubric/scoring guide and student work to promote understanding of the progress toward the learning goal(s) • *limited* identification of how the results of the third assessment or assignment will inform instruction for each Focus Student, with cursory examples of the adjustments made to the instruction	• *informed* evidence of steps taken to help each Focus Student understand progress toward the learning goals based on the results of the assessment or assignment and feedback • *appropriate* evidence of the use of the rubric/scoring guide and student work to promote understanding of the progress toward the learning goal(s) • *clear* identification of how the results of the third assessment or assignment will inform instruction for each Focus Student, with informed examples of the adjustments made to the instruction	• *thorough* evidence of steps taken to help each Focus Student understand progress toward the learning goals based on the results of the assessment or assignment and feedback • *significant* evidence of the use of the rubric/scoring guide and student work to promote understanding of the progress toward the learning goal(s) • *insightful* identification of how the results of the third assessment or assignment will inform instruction for each Focus Student, with thorough examples of the adjustments made to the instruction

Rubric – Task 4 NV Planning, Implementing, Analyzing, and Adjusting Instruction to Promote Student Learning

Rubric for Step 3: Analyzing the Sequence of Lessons Within the Unit (textbox 4.3.1)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher candidate's ability to analyze the use of academic content language, strategies used to engage students in critical thinking, and the use of questioning skills to promote student learning; and to analyze the integration of literacy into the content taught to promote student learning. The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 3. Evidence may also be missing.	A response at the 2 level provides *partial* evidence that demonstrates the teacher candidate's ability to analyze the use of academic content language, strategies used to engage students in critical thinking, and the use of questioning skills to promote student learning; and to analyze the integration of literacy into the content taught to promote student learning. The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 3.	A response at the 3 level provides *effective* evidence that demonstrates the teacher candidate's ability to analyze the use of academic content language, strategies used to engage students in critical thinking, and the use of questioning skills to promote student learning; and to analyze the integration of literacy into the content taught to promote student learning. The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 3.	A response at the 4 level provides *consistent* evidence that demonstrates the teacher candidate's ability to analyze the use of academic content language, strategies used to engage students in critical thinking, and the use of questioning skills to promote student learning; and to analyze the integration of literacy into the content taught to promote student learning. The preponderance of evidence for the 4-level criteria is *insightful* and *thoroughly connected* throughout the response for Step 3.

Response for Textbox 4.3.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• the *inaccurate* use of academic content language to promote student learning, with *little or no* evidence from instruction and/or student work to support the analysis	• the *limited* use of academic content language to promote student learning, with *partial* evidence from instruction and/or student work to support the analysis	• the *accurate* use of academic content language to promote student learning, with *appropriate* evidence from instruction and/or student work to support the analysis	• the *extensive* use of academic content language to promote student learning, with *thorough* evidence from instruction and/or student work to support the analysis
• the *ineffective* use of strategies to engage students in critical thinking to promote student learning, with *little or no* evidence from instruction and/or student work to support the analysis	• the *limited* use of strategies to engage students in critical thinking to promote student learning, with *partial* evidence from instruction and/or student work to support the analysis	• the *effective* use of strategies to engage students in critical thinking to promote student learning, with *appropriate* evidence from instruction and/or student work to support the analysis	• the *significant* use of strategies to engage students in critical thinking to promote student learning, with *thorough* evidence from instruction and/or student work to support the analysis
• the *inappropriate* use of questioning skills to promote student learning, with *little or no* evidence from instruction and/or student work to support the analysis	• the *limited* use of questioning skills to promote student learning, with *partial* evidence from instruction and/or student work to support the analysis	• the *targeted* use of questioning skills to promote student learning, with *appropriate* evidence from instruction and/or student work to support the analysis	• the *insightful* use of questioning skills to promote student learning, with *extensive* evidence from instruction and/or student work to support the analysis
• the *ineffective* use of literacy integrated into the content being taught to promote student learning, with *little or no* evidence from instruction and/or student work to support the analysis	• the *cursory* use of literacy integrated into the content being taught to promote student learning, with *partial* evidence from instruction and/or student work to support the analysis	• the *informed* use of literacy integrated into the content being taught to promote student learning, with *appropriate* evidence from instruction and/or student work to support the analysis	• the *significant* use of literacy integrated into the content being taught to promote student learning, with *thorough* evidence from instruction and/or student work to support the analysis

Rubric – Task 4 NV Planning, Implementing, Analyzing, and Adjusting Instruction to Promote Student Learning

Rubric for Step 4: Reflecting on the Sequence of Lessons Within the Unit (textboxes 4.4.1 and 4.4.2)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides minimal evidence that demonstrates the teacher candidate's ability to determine the extent to which students reached the learning goals for the sequence of lessons; to reflect on the sequence of lessons and determine what revisions would be made for future use and tell why they would be made; and to reflect on the steps taken to have each Focus Student understand progress toward the learning goal(s) and tell how those steps could be revised to help students better understand that progress.	A response at the 2 level provides partial evidence that demonstrates the teacher candidate's ability to determine the extent to which students reached the learning goals for the sequence of lessons; to reflect on the sequence of lessons and determine what revisions would be made for future use and tell why they would be made; and to reflect on the steps taken to have each Focus Student understand progress toward the learning goal(s) and tell how those steps could be revised to help students better understand that progress.	A response at the 3 level provides effective evidence that demonstrates the teacher candidate's ability to determine the extent to which students reached the learning goals for the sequence of lessons; to reflect on the sequence of lessons and determine what revisions would be made for future use and tell why they would be made; and to reflect on the steps taken to have each Focus Student understand progress toward the learning goal(s) and tell how those steps could be revised to help students better understand that progress.	A response at the 4 level provides consistent evidence that demonstrates the teacher candidate's ability to determine the extent to which students reached the learning goals for the sequence of lessons; to reflect on the sequence of lessons and determine what revisions would be made for future use and tell why they would be made; and to reflect on the steps taken to have each Focus Student understand progress toward the learning goal(s) and tell how those steps could be revised to help students better understand that progress.
The preponderance of evidence for the 1-level criteria is minimal and/or ineffective throughout the response for Step 4. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is limited and/or vague throughout the response for Step 4.	The preponderance of evidence for the 3-level criteria is appropriate and connected throughout the response for Step 4.	The preponderance of evidence for the 4-level criteria is insightful and thoroughly connected throughout the response for Step 4.

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Response for Textbox 4.4.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *minimal* analysis of the extent to which the students reached the learning goal(s), with *incomplete* evidence from the baseline data, instruction, and/or student work to support the reflection	• a *cursory* analysis of the extent to which the students reached the learning goal(s), with *limited* evidence from the baseline data, instruction, and/or student work to support the reflection	• a *detailed* analysis of the extent to which the students reached the learning goal(s), with *informed* evidence from the baseline data, instruction, and/or student work to support the reflection	• an *in-depth* analysis of the extent to which the students reached the learning goal(s), with *extensive* evidence from the baseline data, instruction, and/or student work to support the reflection
• *little or no* reflection on the sequence of lessons to determine what revisions would be made and why they would be made, with *trivial* evidence from the baseline data, instruction, and student work to support the reflection	• a *partial* reflection on the sequence of lessons to determine what revisions would be made and why they would be made, with *limited* evidence from the baseline data, instruction, and student work to support the reflection	• an *effective* reflection on the sequence of lessons to determine what revisions would be made and why they would be made, with *clear* evidence from the baseline data, instruction, and student work to support the reflection	• a *significant* reflection on the sequence of lessons to determine what revisions would be made and why they would be made, with *thorough* evidence from the baseline data, instruction, and student work to support the reflection

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Response for Textbox 4.4.2

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *minimal* choices of revisions to make on the steps to be taken to help each Focus Student better understand progress toward the learning goal(s)	Response provides evidence that includes the following: • *partial* choices of revisions to make on the steps to be taken to help each Focus Student better understand progress toward the learning goal(s)	Response provides evidence that includes the following: • *relevant* choices of revisions to make on the steps to be taken to help each Focus Student better understand progress toward the learning goal(s)	Response provides evidence that includes the following: • *significant* choices of revisions to make on the steps to be taken to help each Focus Student better understand progress toward the learning goal(s)

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