PPAT® Assessment

Task 4 Implementing and Analyzing Instruction to Promote Student Learning

Rubric for Step 1: Planning (textboxes 4.1.1, 4.1.2, and 4.1.3)

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 identify learning goal(s) and state and/or national standards for the lesson and to explain their appropriateness for the lesson and student learning needs; to identify whole-class data to use as a baseline for measuring student growth; to use students' prior knowledge and background information to influence the planning process; to plan to use academic content language to advance the understanding of the concept being taught in the lesson; to plan to engage students in critical thinking to promote student learning; to plan to use questioning skills to promote student learning; to plan the integration of literacy	A response at the 2 level provides *partial* evidence that demonstrates the teacher candidate's ability to identify learning goal(s) and state and/or national standards for the lesson and to explain their appropriateness for the lesson and student learning needs; to identify whole-class data to use as a baseline for measuring student growth; to use students' prior knowledge and background information to influence the planning process; to plan to use academic content language to advance the understanding of the concept being taught in the lesson; to plan to engage students in critical thinking to promote student learning; to plan to use questioning skills to promote student learning; to plan the integration of literacy	A response at the 3 level provides *effective* evidence that demonstrates the teacher candidate's ability to identify learning goal(s) and state and/or national standards for the lesson and to explain their appropriateness for the lesson and student learning needs; to identify whole-class data to use as a baseline for measuring student growth; to use students' prior knowledge and background information to influence the planning process; to plan to use academic content language to advance the understanding of the concept being taught in the lesson; to plan to engage students in critical thinking to promote student learning; to plan to use questioning skills to promote student learning; to plan the integration of literacy	A response at the 4 level provides *consistent* evidence that demonstrates the teacher candidate's ability to identify learning goal(s) and state and/or national standards for the lesson and to explain their appropriateness for the lesson and student learning needs; to identify whole-class data to use as a baseline for measuring student growth; to use students' prior knowledge and background information to influence the planning process; to plan to use academic content language to advance the understanding of the concept being taught in the lesson; to plan to engage students in critical thinking to promote student learning; to plan to use questioning skills to promote student learning; to plan the integration of literacy

into the content being taught; to design a learning activity or activities that is (are) the main focus of the lesson and explain how the activity or activities will anticipate <u>and</u> address student learning needs; to plan for the monitoring of student learning while teaching the lesson; and to plan for student work samples, integrated into the lesson, to assess student learning resulting from the lesson. 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.	into the content being taught; to design a learning activity or activities that is (are) the main focus of the lesson and explain how the activity or activities will anticipate <u>and</u> address student learning needs; to plan for the monitoring of student learning while teaching the lesson; and to plan for student work samples, integrated into the lesson, to assess student learning resulting from the lesson. The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 1.	into the content being taught to promote student learning; to design a learning activity or activities that is (are) the main focus of the lesson and explain how the activity or activities will anticipate <u>and</u> address student learning needs; to plan for the monitoring of student learning while teaching the lesson; and to plan for student work samples, integrated into the lesson, to assess student learning resulting from the lesson. The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 1.	into the content being taught; to design a learning activity or activities that is (are) the main focus of the lesson and explain how the activity or activities will anticipate <u>and</u> address student learning needs; to plan for the monitoring of student learning while teaching the lesson; and to plan for student work samples, integrated into the lesson, to assess student learning resulting from the lesson. The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 1.

Score of 0 for Step 1

If a Zero is assigned, the Step is considered "Not Scoreable" because of insufficient evidence. A Zero is assigned to Step 1 for at least one of the following reasons.

- **No written response is in any of the Task 4—Step 1 textboxes.**
- **The written response does not address any of the guiding prompts for Task 4—Step 1.**
- **The artifact attachments contain only hyperlinks.**
- **The video artifact did not come from one continuous lesson event on a single day during one class session, resulting in every step receiving a Zero.**
- **The video artifact was edited (e.g., eliminating unwanted sections within segments, adding footage, adding audio-recorded material from another device, fade-ins, and fade-outs), resulting in every step receiving a 0.**
- **None of the following required artifacts are acceptable or attached to any of the Task 4 textboxes.**
  - Representative pages of a standards-based lesson plan
  - Representative pages of the baseline data for the whole class

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: • identification of *irrelevant* learning goal(s) and state and/or national standards, with *minimal* explanation of their appropriateness for the lesson and student learning needs	Response provides evidence that includes the following: • identification of *loosely connected* learning goal(s) and state and/or national standards, with a *partial* explanation of their appropriateness for the lesson and student learning needs	Response provides evidence that includes the following: • identification of *appropriate* learning goal(s) and state and/or national standards, with an *informed* explanation of their appropriateness for the lesson and student learning needs	Response provides evidence that includes the following: • identification of *substantive* learning goal(s) and state and/or national standards, with a *thorough* explanation of their appropriateness for the lesson and student learning needs
• an *ineffective* use of whole-class data to establish a baseline to measure student growth • an *inappropriate* use of students' prior knowledge **and** background information to influence the planning process	• an *incomplete* use of whole-class data to establish a baseline to measure student growth • a *limited* use of students' prior knowledge **and** background information to influence the planning process	• an *effective* use of whole-class data to establish a baseline to measure student growth • an *appropriate* use of students' prior knowledge **and** background information to influence the planning process	• an *extensive* use of whole-class data to establish a baseline to measure student growth • an *in-depth* use of students' prior knowledge **and** background information to influence the planning process

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 appropriate academic content language to promote student learning, with a *minimal* rationale • an *inappropriate* plan to engage students in critical thinking to promote student learning, with *minimal* rationale	• an *inconsistent* plan to use appropriate academic content language to promote student learning, with a *partial* rationale • an *inconsistent* plan to engage students in critical thinking to promote student learning, with a *partial* rationale	• a *complete* plan to use appropriate academic content language to advance the understanding of the concept being taught, with a *connected* rationale • an *informed* plan to engage students in critical thinking to promote student learning, with a *connected* rationale	• a *substantive* plan to use appropriate academic content language to promote student learning, with a *thorough* rationale • a *substantive* plan to engage students in critical thinking to promote student learning, with a *thorough* rationale
• an *ineffective* plan to use questioning skills to promote student learning, with a *minimal* rationale • an *ineffective* plan to integrate literacy into the content to be taught, with a *minimal* rationale	• an *inconsistent* plan to use questioning skills to promote student learning, with a *partial* rationale • an *inconsistent* plan to integrate literacy into the content to be taught, with a *partial* rationale	• a *logical* plan to use questioning skills to promote student learning, with a *connected* rationale • an *effective* plan to integrate literacy into the content to be taught to promote student learning, with a *connected* rationale •	• a *substantive* plan to use questioning skills to promote student learning, with a *thorough* rationale • a *substantive* plan to integrate literacy into the content to be taught, with a *thorough* rationale

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: • an *ineffective* learning activity or activities that is (are) the main focus of the lesson plan, with an *inappropriate* explanation of how the design of the activity or activities anticipates and addresses student learning needs • an *inappropriate* plan for monitoring student learning while teaching the lesson • an *ineffective* plan for the submission of student work samples that are integrated into and/or resulting from the lesson with a minimal rationale for the choice of work	Response provides evidence that includes the following: • an *incomplete* learning activity or activities that is (are) the main focus of the lesson plan, with a *partial* explanation of how the design of the activity or activities anticipates and addresses student learning needs • a *confusing* plan for monitoring student learning while teaching the lesson • a *limited* plan for the submission of student work samples that are integrated into and/or resulting from the lesson with a *partial* rationale for the choice of work	Response provides evidence that includes the following: • an *aligned* learning activity or activities that is (are) the main focus of the lesson plan, with a *relevant* explanation of how the design of the activity or activities anticipates and addresses student learning needs • an *effective* plan for monitoring student learning while teaching the lesson • an *appropriate* plan for the submission of student work samples that are integrated into and/or resulting from the lesson with an *effective* rationale for the choice of work	Response provides evidence that includes the following: • a *significant* learning activity activities that is (are) the main focus of the lesson plan, with a *thorough* explanation of how the design of the activity or activities anticipates and addresses student learning needs • an *in-depth* plan for monitoring student learning while teaching the lesson • an *insightful* plan for the submission of student work samples that are integrated into and/or resulting from the lesson with a *thorough* rationale for the choice of work

Rubric for Step 2: Implementing the Plan (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 analyze and cite examples of the use of academic content language to advance the understanding of the concept being taught, the engagement of students in critical thinking to promote learning, and the use of questioning skills to promote student learning; to analyze and cite examples of the integration of literacy into the content taught to promote student learning; to analyze and cite examples of the monitoring of student learning that guided instructional decision making while teaching the lesson; to analyze and cite examples of the use of individual <u>and</u> whole-class feedback while teaching the lesson to advance student learning; to analyze and cite examples of the use of verbal and nonverbal communication techniques to foster student learning; and to analyze and cite examples of the impact of	A response at the 2 level provides *partial* evidence that demonstrates the teacher candidate's ability to analyze and cite examples of the use of academic content language to advance the understanding of the concept being taught, the engagement of students in critical thinking to promote learning, and the use of questioning skills to promote student learning; to analyze and cite examples of the integration of literacy into the content taught to promote student learning; to analyze and cite examples of the monitoring of student learning that guided instructional decision making while teaching the lesson; to analyze and cite examples of the use of individual <u>and</u> whole-class feedback while teaching the lesson to advance student learning; to analyze and cite examples of the use of verbal and nonverbal communication techniques to foster student learning; and to analyze and cite examples of the impact of	A response at the 3 level provides *effective* evidence that demonstrates the teacher candidate's ability to analyze and cite examples of the use of academic content language to advance the understanding of the concept being taught, the engagement of students in critical thinking to promote learning, and the use of questioning skills to promote student learning; to analyze and cite examples of the integration of literacy into the content taught to promote student learning; to analyze and cite examples of the monitoring of student learning that guided instructional decision making while teaching the lesson; to analyze and cite examples of the use of individual <u>and</u> whole-class feedback while teaching the lesson to advance student learning; to analyze and cite examples of the use of verbal and nonverbal communication techniques to foster student learning; and to analyze and cite examples of the impact of	A response at the 4 level provides *consistent* evidence that demonstrates the teacher candidate's ability to analyze and cite examples of the use of academic content language to advance the understanding of the concept being taught, the engagement of students in critical thinking to promote learning, and the use of questioning skills to promote student learning; to analyze and cite examples of the integration of literacy into the content taught to promote student learning; to analyze and cite examples of the monitoring of student learning that guided instructional decision making while teaching the lesson; to analyze and cite examples of the use of individual <u>and</u> whole-class feedback while teaching the lesson to advance student learning; to analyze and cite examples of the use of verbal and nonverbal communication techniques to foster student learning; and to analyze and cite examples of the impact of

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Score of 1	Score of 2	Score of 3	Score of 4
classroom management strategies used to engage students and promote a positive learning environment.

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. | classroom management strategies used to engage students and promote a positive learning environment.

The preponderance of evidence for the 2-level criteria is limited and/or vague throughout the response for Step 2. | classroom management strategies used to engage students and promote a positive learning environment.

The preponderance of evidence for the 3-level criteria is appropriate and connected throughout the response for Step 2. | classroom management strategies used to engage students and promote a positive learning environment.

The preponderance of evidence for the 4-level criteria is insightful and tightly connected throughout the response for Step 2. |

Score of 0 for Step 2

If a Zero is assigned, the Step is considered "Not Scoreable" because of insufficient evidence. A Zero is assigned to Step 2 for at least one of the following reasons.

- **No written response is in any of the Task 4—Step 2 textboxes.**

- **The written response does not address any of the guiding prompts for Task 4—Step 2.**

- **The video artifact is missing.**

- **The video artifact is corrupt or will not play.**

- **The video artifact is inaudible.**

- **There are fewer than two students receiving instruction in the video.**

- **The video does not meet the requirements for Task 4—Step 2 and is not acceptable.**

- **The video artifact did not come from one continuous lesson event on a single day during one class session, resulting in every step receiving a Zero.**

- **The video artifact was edited (e.g., eliminating unwanted sections within segments, adding footage, adding audio-recorded material from another device, fade-ins, and fade-outs), resulting in every step receiving a Zero.**

Response for Textbox 4.2.8

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 *inaccurate* use of academic content language to advance the understanding of the concept being taught, with *inappropriate* **examples** from the video for support	• a *limited* use of academic content to advance the understanding of the concept being taught, with *incomplete* **examples** from the video for support	• an *accurate* use of academic content language to advance the understanding of the concept being taught, with *appropriate* **examples** from the video for support	• an *extensive* use of academic content language to advance the understanding of the concept being taught, with *in-depth* **examples** from the video for support
• an *ineffective* engagement of students in critical thinking to promote student learning, with *little or no* **examples** from the video for support	• a *limited* engagement of students in critical thinking to promote student learning, with *partial* **examples** from the video for support	• an *effective* engagement of students in critical thinking to promote student learning, with *appropriate* **examples** from the video for support	• a *significant* engagement of students in critical thinking to promote student learning, with *thorough examples* from the video for support
• an *inappropriate* use of questioning skills to promote student learning, with *little or no* **examples** from the video for support	• a *limited* use of questioning skills to promote student learning, with *partial* **examples** from the video for support	• an *appropriate* use of questioning skills to promote student learning, with *appropriate* **examples** from the video for support	• an *insightful* use of questioning skills to promote student learning, with *extensive* **examples** from the video for support
• an *ineffective* integration of literacy into the content being taught to promote student learning, with *little or no* **examples** from any part of the lesson for support	• a *cursory* integration of literacy into the content being taught to promote student learning, with *partial* **examples** from any part of the lesson for support	• an *informed* integration of literacy into the content being taught to promote student learning, with *appropriate* **examples** from any part of the lesson for support	• a *significant* integration of literacy into the content being taught to promote student learning, with *thorough* **examples** from any part of the lesson for support

Response for Textbox 4.2.9

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • an *inappropriate* monitoring of student learning to guide instructional decision making while teaching the lesson, with *little or no* **examples** from the video for support • an *ineffective* use of individual **and** whole-class feedback provided while teaching the lesson to advance student learning, with *little or no* **examples** from the video for support • *ineffective* verbal and nonverbal communication techniques used during the lesson to foster student learning, with *little or no* **examples** from the lesson for support	Response provides evidence that includes the following: • an *incomplete* monitoring of student learning to guide instructional decision making while teaching the lesson, with *limited* **examples** from the video for support • a *limited* use of individual **and** whole-class feedback provided while teaching the lesson to advance student learning, with *inconsistent* **examples** from the video for support • *partial* verbal and nonverbal communication techniques used during the lesson to foster student learning, with *cursory* **examples** from the lesson for support	Response provides evidence that includes the following: • an *effective* monitoring of student learning to guide instructional decision making while teaching the lesson, with *appropriate* **examples** from the video for support • an *effective* use of individual **and** whole-class feedback provided while teaching the lesson to advance student learning, with *connected* **examples** from the video for support • *logical* verbal and nonverbal communication techniques used while teaching the lesson to foster student learning, with *appropriate* **examples** from the lesson for support	Response provides evidence that includes the following: • a *consistent* monitoring of student learning to guide instructional decision making while teaching the lesson, with *extensive* **examples** from the video for support • an *insightful* use of individual **and** whole-class feedback provided during the lesson to advance student learning, with *thorough* **examples** from the video for support • *significant* verbal and nonverbal communication techniques used while teaching the lesson to foster student learning, with *thorough* **examples** from the lesson for support

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: • an *inaccurate* identification of classroom management strategies used while teaching the lesson, with *little or no* **examples** from the video for support • an *ineffective* use of classroom management strategies to engage students and promote a positive learning environment, with *minimal* **examples** from the video for support	Response provides evidence that includes the following: • a *limited* identification of classroom management strategies used while teaching the lesson, with *partial* **examples** from the video for support • a *limited* use of classroom management strategies to engage students and promote a positive learning environment, with *partial* **examples** from the video for support	Response provides evidence that includes the following: • a *complete* identification of classroom management strategies used while teaching the lesson, with *appropriate* **examples** from the video for support • an *effective* use of classroom management strategies to engage students and promote a positive learning environment, with *relevant* **examples** from the video for support	Response provides evidence that includes the following: • an *in-depth* identification of classroom management strategies used while teaching the lesson, with *significant* **examples** from the video for support • an *insightful* use of classroom management strategies to engage students and promote a positive learning environment, with *thorough* **examples** from the video for support

Rubric for Step 3: Understanding the Two Focus Students (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 choose Focus Students who reflect different learning strengths and challenges; to identify data to use as a baseline to measure the learning growth of each Focus Student; and to identify evidence to be collected to show the progress of each Focus Student toward the learning goal(s).	A response at the 2 level provides *partial* evidence that demonstrates the teacher candidate's ability to choose Focus Students who reflect different learning strengths and challenges; to identify data to use as a baseline to measure the learning growth of each Focus Student; and to identify evidence to be collected to show the progress of each Focus Student toward the learning goal(s).	A response at the 3 level provides *effective* evidence that demonstrates the teacher candidate's ability to choose Focus Students who reflect different learning strengths and challenges; to identify data to use as a baseline to measure the learning growth of each Focus Student; and to identify evidence to be collected to show the progress of each Focus Student toward the learning goal(s).	A response at the 4 level provides *consistent* evidence that demonstrates the teacher candidate's ability to choose Focus Students who reflect different learning strengths and challenges; to identify data to use as a baseline to measure the learning growth of each Focus Student; and to identify evidence to be collected to show the progress of each Focus Student toward the learning goal(s).
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.	The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 3.	The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 3.	The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 3.

Score of 0 for Step 3

If a Zero is assigned, the Step is considered "Not Scoreable" because of insufficient evidence. A Zero is assigned to Step 3 for at least one of the following reasons.

- No written response is in the Task 4—Step 3 textbox.
- The written response does not address any of the guiding prompts for Task 4—Step 3.
- The artifact attachments contain only hyperlinks.

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- **The video artifact did not come from one continuous lesson event on a single day during one class session, resulting in every step receiving a Zero.**
- **The video artifact was edited (e.g., eliminating unwanted sections within segments, adding footage, adding audio-recorded material from another device, fade-ins, and fade-outs), resulting in every step receiving a 0.**
- **None of the required artifacts are acceptable or attached to any of the Task 4 textboxes.**
  - Representative page of the baseline data for at least one Focus Student

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:
• an *ineffective* explanation of how each Focus Student reflects different strengths and challenges	• a *confusing* explanation of how each Focus Student reflects different learning strengths and challenges	• an *effective* explanation of how each Focus Student reflects different learning strengths and challenges	• an *extensive* explanation of how each Focus Student reflects different learning strengths and challenges
• a *misinformed* use of data to establish a baseline to measure the learning growth of each Focus Student	• a *cursory* use of data to establish a baseline to measure the learning growth of each Focus Student	• an *informed* use of data to establish a baseline to measure the learning growth of each Focus Student	• a *significant* use of data to establish a baseline to measure the learning growth of each Focus Student
• a *minimal* explanation of collected evidence that shows show the learning progress of each Focus Student	• a *partial* explanation of collected evidence that shows show the learning progress of each Focus Student	• an *informed* explanation of collected evidence that shows show the learning progress of each Focus Student	• an *in-depth* explanation of collected evidence that shows show the learning progress of each Focus Student

Rubric for Step 4: Reflecting (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 and cite examples of the extent to which students reached the learning goal(s); to reflect on and cite examples of instructional strategies, interactions with students, and classroom-management strategies and determine what went well during the lesson and what areas are in need of revision; to make revisions to the lesson for future use and to cite examples to support the revisions; to reflect on the progress of each of the two Focus Students toward the learning goal(s) using the baseline data and student work samples; and to determine plans for future lessons for each of the two Focus Students using the baseline data and student work samples.	A response at the 2 level provides *partial* evidence that demonstrates the teacher candidate's ability to determine and cite examples of the extent to which students reached the learning goal(s); to reflect on and cite examples of instructional strategies, interactions with students, and classroom-management strategies and determine what went well during the lesson and what areas are in need of revision; to make revisions to the lesson for future use and to cite examples to support the revisions; to reflect on the progress of each of the two Focus Students toward the learning goal(s) using the baseline data and student work samples; and to determine plans for future lessons for each of the two Focus Students using the baseline data and student work samples.	A response at the 3 level provides *effective* evidence that demonstrates the teacher candidate's ability to determine and cite examples of the extent to which students reached the learning goal(s); to reflect on and cite examples of instructional strategies, interactions with students, and classroom-management strategies and determine what went well during the lesson and what areas are in need of revision; to make revisions to the lesson for future use and to cite examples to support the revisions; to reflect on the progress of each of the two Focus Students toward the learning goal(s) using the baseline data and student work samples; and to determine plans for future lessons for each of the two Focus Students using the baseline data and student work samples.	A response at the 4 level provides *consistent* evidence that demonstrates the teacher candidate's ability to determine and cite examples of the extent to which students reached the learning goal(s); to reflect on and cite examples of instructional strategies, interactions with students, and classroom-management strategies and determine what went well during the lesson and what areas are in need of revision; to make revisions to the lesson for future use and to cite examples to support the revisions; to reflect on the progress of each of the two Focus Students toward the learning goal(s) using the baseline data and student work samples; and to determine plans for future lessons for each of the two Focus Students using the baseline data and student work samples.

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 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 *tightly connected* throughout the response for Step 4.

Score of 0 for Step 4

If a Zero is assigned, the Step is considered "Not Scoreable" because of insufficient evidence. A Zero is assigned to Step 4 for at least one of the following reasons.

- **No written response is in any of the Task 4—Step 4 textboxes.**

- **The written response does not address any of the guiding prompts for Task 4—Step 4.**

- **The artifact attachments contain only hyperlinks.**

- **The video artifact did not come from one continuous lesson event on a single day during one class session, resulting in every step receiving a Zero.**

- **The video artifact was edited (e.g., eliminating unwanted sections within segments, adding footage, adding audio-recorded material from another device, fade-ins, and fade-outs), resulting in every step receiving a Zero.**

- **None of the required artifacts are acceptable or attached to any of the Task 4 textboxes.**

    o A student work sample for Focus Student 1 or Focus Student 2

Response for Textbox 4.4.

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:
• a *minimal* analysis of the extent to which the students reached the learning goal(s), with *ineffective* **examples** from the lesson plan and/or video for support	• a *cursory* analysis of the extent to which the students reached the learning goal(s), with *limited* **examples** from the lesson plan and/or video for support	• an *informed* analysis of the extent to which the students reached the learning goal(s), with *appropriate* **examples** from the lesson plan and/or video for support	• an *in-depth* analysis of the extent to which the students reached the learning goal(s), with *extensive* **examples** from the lesson plan and/or video for support
• *little or no* reflection on instructional strategies, interactions with students, and classroom-management strategies to determine what went well and what areas are in need of revision, with *minimal* **examples** from the video for support	• a *partial* reflection on instructional strategies, interactions with students, and classroom-management strategies to determine what went well and what areas are in need of revision, with *limited* **examples** from the video for support	• an *effective* reflection on instructional strategies, interactions with students, and classroom-management strategies to determine what went well and what areas are in need of revision, with *relevant* **examples** from the video for support	• a *significant* reflection on instructional strategies, interactions with students, and classroom-management strategies to determine what went well and what areas are in need of revision, with *thorough* **examples** from the video for support
• *illogical* choices of revisions to make in the lesson plan for future use and *inappropriate* reasons for making the revisions, with *minimal* **examples** from the lesson plan, student work, and/or the video to support the choices	• *inconsistent* choices of revisions to make in the lesson plan for future use and *inappropriate* reasons for making the revisions, with *partial* **examples** from the lesson plan, student work, and/or the video to support the choices	• *effective* choices of revisions to make in the lesson plan for future use and *appropriate* reasons for making the revisions, with r*elevant* **examples** from the lesson plan, student work, and/or the video to support the choices	• *insightful* choices of revisions to make in the lesson plan for future use and *appropriate* reasons for making the revisions, with *extensive* **examples** from the lesson plan, student work, and/or the video to support the choices

Response for Textbox 4.4.

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:
• an *ineffective* use of the baseline data and student work samples to reflect on the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson • an *ineffective* analysis of the baseline data and student work samples to guide planning of future lessons for each of the two Focus Students	• a *partial* use of the baseline data and student work samples to reflect on the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson • a *partial* analysis of the baseline data and student work samples to guide planning of future lessons for each of the two Focus Students	• an *effective* use of the baseline data and student work samples to reflect on the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson • an *effective* analysis of the baseline data and student work samples to guide planning of future lessons for each of the two Focus Students	• a *thorough* use of the baseline data and student work samples to reflect on the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson • a *significant* analysis of the baseline data and student work samples to guide planning of future lessons for each of the two Focus Students

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