

**TPAC Handbooks Revisions**  
**January 2011**  
**Changes to Tasks/Rubrics**

This document provides a complete list of substantive changes to the TPAC Handbooks as of January 6, 2011. These handbooks replace those distributed in September 2010 and will be the basis for the Spring 2011 pilot, candidate performance, and associated scoring. This list does not include minor edits that do not affect candidate interpretation or performance. The changes most central to candidate performance are highlighted in yellow. Changes to all handbooks and those that are subject-specific are presented separately.

**Overview of the TPAC Assessment, changes to all subject areas include:**

- Chart: Planning Instruction & Assessment, the first check mark now reads, “Provide relevant information about your instructional context by completing the Context for Learning Information.”
- Chart: the second task now reads “**2. Instructing & Engaging Students in Learning**”, references to this task are labeled, “Instruction”.
- Chart: includes new row
  - Column 1: “**4. Final Retrospective Reflection**”
  - Column 2:
    - ✓ Reflect back on your teaching throughout the learning segment and consider what you have learned about your teaching and students’ learning.
    - ✓ Respond to the commentary prompt about what you would do differently if you could teach this learning segment again.
  - Column:
    - ☐ Retrospective Reflection Commentary

**Planning Task (all handbooks)**

- Context for Learning Information: question about ability grouping, the last sentence now reads, “If so, please describe how it affects your class.”
- Planning Commentary: Question 5c is now 5.b.iii, and the word “these” inserted between “Submit” and “daily”.
- Planning rubric 1, “clearly aligned” should not be bolded in the first bullet in Level 3.
- Planning rubric 2, the first sentence of the second bullet should read “Planned support....of instruction that are closely tied...”

**Engaging Students Task (all handbooks)**

- Task title is now: “Instructing & Engaging Students in Learning”, and the short name for the task is “Instruction.” There are references in both the Handbook task and in the rubrics.
- First Instruction rubric: the last sentence at the end of the first bullet in Level 4 now reads “academic and language development” immediately after “**diverse**”.

### **Assessment Task (all handbooks)**

- The paragraph about the feedback video now includes a caution about obtaining parental permission for students to appear on the video; this permission can be combined with the permission for the Instruction video task if worded appropriately.
- First Assessment rubric, in Level 3, the sentence should read "...**depth of understanding** stated in the indicated standards/objectives...".
- Third Assessment rubric, in Level 4, first bullet, the words "on content and academic language" should be bolded.

### **Reflection Rubric (all handbooks)**

- Task 4: "Final Retrospective Reflection" is inserted between the last Assessment rubric and the Reflection rubric

### **Academic Language rubrics (all handbooks)**

- First Academic Language rubric, in the second bullet of Level 4, the first sentence now begins "The language genre(s) discussed are..."

### **What Should I Submit (all handbooks)**

- Task 2 is now titled "Task 2. Instructing & Engaging Students in Learning"
- The checklist now includes a new Task 4 titled "Task 4. Final Retrospective Reflection" with one entry: "Final Retrospective Reflection Commentary"

## **Subject Specific Changes**

### **Overview of the TPAC Assessment:**

- Page references to the Glossary have changed due to the new task (Elementary Literacy, Elementary Mathematics, and secondary History-social science and science).

### **Planning Task**

- Elementary Mathematics: Context for Learning Information, question 5 now reads: "Is there any ability grouping or tracking in mathematics? If so please describe how it affects your class."
- Secondary English-language arts: second sentence in the second checkmark under What Do I Need to Do?, the words "interpreting or" should be inserted between "written product" and "responding to."
- Secondary English-language arts: rubric 1, level 4, third bullet, the word "strategies" should be inserted between "designated" and "for understanding" in the first sentence.

### **Engaging Students Task (secondary subjects only)**

- Secondary science: length of the video clips should be "no more than ten minutes each" instead of "no more than twenty minutes total".
- All secondary content areas: the following sentences should be deleted in the first bullet in the boxed text: "If you elect to use two clips, they should portray key events

that cannot be portrayed in a fifteen minute clip. **The two clips must come from the same lesson.**” This was intended for elementary assessments only.

**Assessment Task**

- English-language arts: commentary prompt 2b should refer to Planning commentary, prompt 5, not 4.

**Glossary (secondary English only)**

- For secondary English Language Arts, add the following to the Glossary: **Complex text:** A complex text is one that includes features that are just beyond students’ current skill levels for understanding, interpreting, or responding to texts.