

ASSESSMENT		ANALYZING STUDENT WORK	
EM6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The identified standards/objectives are not well-reflected in the criteria. OR • Student work samples or the summary of learning do not support the conclusions in the analysis. 	<ul style="list-style-type: none"> • Criteria are well-defined and aligned with the indicated standards/objectives from the learning segment. • The analysis focuses only on listing what students did right or wrong in relationship to identified standards/objectives. • The analysis is supported by work samples. The analysis of whole class performance describes some differences in levels of student learning for the content assessed. 	<ul style="list-style-type: none"> • Criteria are well-defined and reflect the depth of understanding stated in of the indicated standards/objectives from the learning segment. • The analysis focuses on patterns of student errors, skills, and understandings in relation to standards and learning objectives. The analysis uses these patterns to understand student thinking. • The analysis is supported by work samples. Specific patterns are identified for individuals or subgroup(s) in addition to the whole class. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • The candidate is able to see areas of strength in a predominantly weak sample and/or areas for improvement in a predominantly strong sample.

ASSESSMENT

USING ASSESSMENT TO INFORM INSTRUCTION

EM7: How does the candidate use conclusions about what students know and are able to do to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Next steps are not relevant to the standards/learning objectives assessed. <li style="text-align: center;">OR • Next steps are vaguely related to improving student performance related to the identified standards/learning objectives or use the same, unmodified strategies. <li style="text-align: center;">OR • Next steps are not described in sufficient detail to understand them. 	<ul style="list-style-type: none"> • Next steps follow from the analysis and are related to the standards/learning objectives. • Next steps focus on improving student performance through new or slightly modified strategies for general support that addresses some identified student needs. • Next steps described in sufficient detail to understand them. 	<ul style="list-style-type: none"> • Next steps follow from an accurate analysis of student learning and aim at improving student understanding of important features of the standards/learning objectives. • Next steps focus on improving student performance through targeted support to individuals and groups to address specific identified-needs. • Next steps are based on whole class patterns of performance and some patterns for individuals and/or subgroups and are described in sufficient detail to understand them. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • Next steps demonstrate a strong understanding of both the identified content and language standards/objectives and of individual students and/or subgroups.

ASSESSMENT		USING FEEDBACK TO GUIDE FURTHER LEARNING	
EM8: How does the candidate provide students feedback to guide their further learning?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Feedback focuses solely on errors with no elaboration or is vague. Opportunities for applying feedback are not described. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> The feedback contains significant inaccuracies. 	<ul style="list-style-type: none"> Feedback accurately identifies what was done well and areas for improvement related to specific learning objectives. Candidate describes how students will use feedback to correct their errors. 	<ul style="list-style-type: none"> Specific and accurate feedback helps the student understand what s/he has done well, and gives suggestions to guide improvement. Candidate describes how students will use feedback to improve their work or their understanding. 	<ul style="list-style-type: none"> Specific and accurate feedback on content and academic language helps the student understand what s/he has done well, and gives suggestions to guide improvement. Candidate describes how students will use feedback to improve their work or their understanding and to evaluate their own work.

REFLECTION		MONITORING STUDENT PROGRESS AND ADJUSTING INSTRUCTION	
EM9: How does the candidate monitor student learning and make appropriate adjustments in instruction during the learning segment?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Daily reflections indicate inconsistent monitoring of student performance. There is limited evidence of adjusting instruction in response to observed problems, e.g., student confusion, a lack of challenge, time management. 	<ul style="list-style-type: none"> Daily reflections identify what students could or could not do within each lesson. Adjustments to instruction are focused on improving directions for learning tasks, time management, or reteaching. 	<ul style="list-style-type: none"> Daily reflections indicate monitoring of student progress toward meeting the standards/objectives for the learning segment. Adjustments to instruction are focused on addressing some individual and collective learning needs. 	All components of Level 3 plus: <ul style="list-style-type: none"> Adjustments to instruction are focused on deepening students' conceptual understanding, computational/procedural fluency, and mathematical reasoning.

ACADEMIC LANGUAGE

UNDERSTANDING LANGUAGE DEMANDS AND RESOURCES FOR INSTRUCTIONAL EMPHASIS

EM10: How does the candidate select an explicit language focus for instruction to expand the students' current level of academic language development?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Candidate identifies a language genre for instructional focus related only tangentially to the academic purposes of the learning segment. • Candidate identifies for instruction unfamiliar vocabulary only without considering other linguistic features and textual resources⁶. • Candidate's description of students' academic language proficiency at lower levels is limited to what they CANNOT do. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Candidate did not identify any language demands of the learning and assessment tasks. 	<ul style="list-style-type: none"> • Candidate identifies a language genre⁷ for instructional focus clearly related to the academic purposes of the learning segment and language demands⁸ are identified. Linguistic features of the genre, though present, are not explicitly identified. • Candidate identifies for instruction unfamiliar vocabulary and other linguistic features and textual resources. • Candidate describes academic language strengths and needs of students at different levels of academic language proficiency. 	<ul style="list-style-type: none"> • Candidate identifies a language genre for instructional focus clearly related to academic purpose of the learning segment and language demands are identified. Linguistic features of the genre are explicitly identified. • Candidate identifies for instruction essential vocabulary together with one or more key linguistic features or textual resources for students to actively engage in specific language tasks. • Candidate describes academic language strengths and needs of students at different levels of academic language proficiency. 	<ul style="list-style-type: none"> • Linguistic features of tasks/materials are specifically related to the learning segment focus and language demands are identified. Candidate selects or adapts tasks/materials for students at different levels of academic language proficiency. • Candidate identifies for instruction related clusters of vocabulary, one or more linguistic features and textual resources to enable students with varied levels of language proficiency to expand their academic language repertoire. • Candidate describes academic language strengths and needs of students at the full range of academic language proficiency.

⁶ Formatting conventions, graphics and organizational titles and headings

⁷ *Genres* are generic designs used to guide process of interpreting or constructing texts to achieve specific purposes related to a particular cultural and situational context. Key genres in mathematics might include: *interpreting* or *representing* mathematical meanings represented symbolically, graphically or linguistically; *recounting* computational procedures or strategies used to solve mathematical problems; *evaluating* or constructing mathematical *arguments*; *explaining* mathematical concepts; *defining* technical terms; engaging in collaborative and oral *mathematical reasoning*

⁸ Language demands might include: translating words or sentences into symbols or symbols in to words and sentences; quickly decoding symbols into their abstract meanings; distinguishing mathematical uses of words used in everyday language (e.g., balance, product, irrational, factor, simplify, function); using technical language to explain intuitive understandings; using complex sentences to express conjectures; using precise language to explain mathematical concepts or reasoning; combining language and numbers to persuade an audience to accept a proposition.

ACADEMIC LANGUAGE EXPANDING STUDENTS' ACADEMIC LANGUAGE REPERTOIRE

EM12: How do the candidate's planning, instruction, and assessment support academic language development?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Candidate does not make the function of key linguistic features related to the production or interpretation of academic text(s)⁹ in the designated genre explicit to students. <p align="center">OR</p> <ul style="list-style-type: none"> Language and/or content is oversimplified to the point of limiting student access to the core content of the indicated standards. 	<ul style="list-style-type: none"> Candidate makes the function of key linguistic features related to the purpose of the designated academic text(s) in the designated genre explicit to students. Candidate models vocabulary and linguistic features and provides opportunities for students to practice them by interpreting or constructing texts. 	<ul style="list-style-type: none"> Candidate makes the function of key linguistic features related to the purpose of the designated academic text(s) in the designated genre explicit to students and contrasts them with everyday language. Candidate interactively models vocabulary and linguistic features, and provides opportunities for students to practice them by interpreting or constructing texts. The model(s) provided are appropriate for students at different levels of language proficiency. 	<ul style="list-style-type: none"> Candidate models the process of making critical choices of vocabulary and key linguistic features leading to the production or interpretation of coherent, cohesive text, and contrasts that with features and purpose of everyday language. Candidate interactively models vocabulary and linguistic features, and provides opportunities for students to practice them by interpreting or constructing texts. The models provided are appropriate for the full range of students in the classroom.

⁹ An academic text can be oral or written and is meant to apprentice students into the discipline. For example, classroom talk about mathematical reasoning is a jointly-constructed instructional text intended to make explicit and visible how mathematicians reason about the development, justification and use of mathematical generalization leading to the development of mathematical knowledge.