**Rubric 13: Student Use of Feedback**

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

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<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for applying feedback are not described. OR Candidate provides limited or no feedback to inform student learning</td>
<td>Candidate provides vague explanation for how focus students will use feedback to complete current or future assignments.</td>
<td>Candidate describes how focus students will use feedback on their strengths and weaknesses to revise their current work, as needed.</td>
<td>Candidate describes how s/he will support focus students to use feedback on their strengths and weaknesses to deepen understandings and skills related to their current work.</td>
<td>Level 4 plus: Candidate guides focus students to generalize feedback beyond the current work sample.</td>
</tr>
</tbody>
</table>

**Evidence that demonstrates performance at Level 3:**
- Candidate uses specific points of feedback given to the focus students and describes how these students can use and connect the feedback to improve either current or future work related to the assessed learning objectives.

**Below 3**
- Opportunities for applying feedback are superficially described or absent.
- The description of how focus students will use feedback is very general

**Evidence that demonstrates performance below Level 3:**

**Above 3**
- **Evidence that demonstrates performance above Level 3:**
  - Support for students to apply feedback is described in enough detail to understand how students will develop in areas identified for growth and/or continue to deepen areas of strength.
  - The candidate describes planned or implemented support for students to apply feedback on strengths and weaknesses to further develop their learning in relation to learning objectives. This can be corrections of misunderstandings or partial understandings or extensions of learning related to the learning objectives.
# Rubric 14: Analyzing Students’ Language Use and Mathematics Learning

**How does the candidate analyze students’ use of language to develop content understanding?**

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</tr>
</thead>
<tbody>
<tr>
<td>Candidate identifies language use that is superficially related or unrelated to the language demands. OR Candidate does not address students’ repeated misuse of vocabulary.</td>
<td>Candidate provides evidence that <strong>students use vocabulary</strong> associated with the language function.</td>
<td>Candidate explains and provides evidence of <strong>students’ use of the language function as well as vocabulary or additional language demand(s)</strong>.</td>
<td>Candidate explains and provides evidence of students’ use of the language function, vocabulary, and additional language demand(s) in ways that develop content understandings.</td>
<td>Level 4 plus: Candidate explains and provides evidence of language use and content learning for students with varied needs.</td>
</tr>
</tbody>
</table>

**Level 3 Evidence that demonstrates performance at Level 3:**
- The candidate explains and identifies evidence that the students used or attempted to use the identified language function and vocabulary or an additional language demand (syntax and/or discourse). It is not sufficient for the candidate to point to the artifact and make a general statement that, for example, “As seen in the work samples, the student used the vocabulary in their work sample.” The candidate must explain how the students used the identified language, e.g., “Students 1 and 2 used the vocabulary and also identified what they did mathematically to go from one step to the next and how they checked the answer (the two components of explanations identified) in their explanations. Student 3 used a mixture of vocabulary and everyday language in the explanation (e.g., “take away” instead of “subtract”), but included both components of explanation.”

**Below 3 Evidence that demonstrates performance below 3:**
- The candidate’s identification of student’s language use is inappropriate or limited to vocabulary.
- Students’ misuse of vocabulary goes unaddressed by the candidate.

**Automatic Score of 1 is given when:**
- Candidate does not address students’ significant repeated misuse of vocabulary.
- Candidate’s description or explanation of language use is not consistent with the evidence provided.

**Above 3 Evidence that demonstrates performance above Level 3:**
- Candidate identifies and explains specific, concrete evidence of student use of the language function and vocabulary and/or symbols along with an additional language demand (syntax or discourse). The explanation uses specific evidence from the video or work samples.
- Students use the language in ways that demonstrate the development of their content understandings.
- Candidate explains and provides evidence of language use and content learning for students with distinct language needs.
## Rubric 15: Using Assessment to Inform Instruction

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

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<tbody>
<tr>
<td>Next steps do not follow from the analysis. OR Next steps are not relevant to the standards and learning objectives assessed. OR Next steps are not described in sufficient detail to understand them.</td>
<td>Next steps focus on repeating instruction, pacing, or classroom management issues.</td>
<td>Next steps propose general support that improves student learning related to conceptual understanding, procedural fluency, OR reasoning/problem solving skills</td>
<td>Next steps provide targeted support to individuals or groups to improve their learning relative to conceptual understanding, procedural fluency, OR reasoning/problem solving skills. Next steps are loosely connected with research and/or theory.</td>
<td>Next steps provide targeted support to individuals and groups to improve their learning relative to conceptual understanding procedural fluency, reasoning/problem solving skills. Next steps are justified with principles from research and/or theory.</td>
</tr>
</tbody>
</table>

### Level 3

**Evidence that demonstrates performance at Level 3:**
- The next steps focus on **support for student learning that is general for the whole class**, not specifically targeted for individual students.
- The support addresses learning related to the assessed standards and learning objectives.
- The candidate refers to research or theory when describing the next steps. The connections between the research/theory and the next steps are not clearly made.

### Below 3

**Evidence that demonstrates performance below 3:**
- The next steps are **not directly focused on student learning needs** that were identified in the analysis of the assessment.
- Candidate does not explain how next steps are related to student learning.
- The next steps address improvements in teaching practice that **mainly focus on how the candidate structures or organizes learning tasks**, with a superficial connection to student learning.
- There is little detail on the changes in relation to the assessed student learning. **Examples include repeating instruction or focusing on improving conditions for learning such as pacing or classroom management**, with no clear connections to how changes address the student learning needs identified.

### Above 3

**Evidence that demonstrates performance above Level 3:**
- Next steps are **directly focused on specific student learning needs related to conceptual understanding, procedural fluency, AND/OR mathematical reasoning and/or problem-solving skills**, and are supported by research and/or theory.
- The next steps are clearly aimed at supporting **specific student needs for either individuals (2 or more students) or groups** with similar needs related to one or more of the three areas of mathematical learning (conceptual understanding, procedural fluency, AND/OR mathematical reasoning and/or problem-solving skills).
- The candidate discusses how the research or theory is related to the next steps in ways that make some level of sense given their students and central focus. They may cite the research or theory in their discussion, or they may refer to the ideas from the research. Either is acceptable, as long as they clearly connect the research/theory to their next steps.