**Rubric 4: Identifying and Supporting Language Demands**

How does the candidate identify and support language demands associated with a key mathematics learning task?

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<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<td>Language demands identified by the candidate are not consistent with the selected language function OR task. OR Language supports are missing or are not aligned with the language demand(s) for the learning task.</td>
<td>Candidate identifies vocabulary and/or symbols as the major language demand associated with the language function. Attention to additional language demands is superficial. Language supports primarily address definitions of vocabulary and/or symbols.</td>
<td>Candidate identifies vocabulary and/or symbols AND additional language demand(s) associated with the language function. Plans include general support for use of vocabulary and/or symbols as well as additional language demand(s).</td>
<td>Candidate identifies vocabulary and/or symbols AND additional language demand(s) associated with the language function. Plans include targeted support for use of vocabulary and/or symbols as well as additional language demand(s).</td>
<td>Level 4 plus: Instructional supports are designed to meet the needs of students with different levels of language learning.</td>
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### Level 3 Evidence that demonstrates performance at Level 3:
- Some support is described, though not in specific detail, for students’ application of both vocabulary/symbols and one or more of the additional language demands identified (function, syntax, and/or discourse).
- Examples of general language supports include describing and defining the function, modeling syntax or discourse, providing an example with little explanation, questions and answers about a language demand, whole group discussion of a language demand, providing pictures to illustrate vocabulary. Language support must go beyond opportunities to use the targeted language in the learning segment.

### Below 3 Evidence that demonstrates performance below 3:
- The candidate has a superficial view of academic language, primarily focusing on isolated vocabulary and/or symbols with little or no attention to how these are used in the learning task.
- The primary focus of language demand is on the meaning of specific terminology (vocabulary) and/or symbols, with little attention to other language demands (function, syntax, or discourse). Support may consist of sharing or writing definitions, discussing vocabulary or symbols, or showing pictures of vocabulary, but does not go beyond vocabulary or symbols.

### Above 3 Evidence that demonstrates performance above Level 3:
- The supports specifically address the language function, vocabulary and/or symbols, and at least one other language demand (syntax or discourse) in relation to the use of the language function in the context of the chosen task.
- The candidate plans specific language supports in relation to the language function, vocabulary and/or symbols, AND at least one other language demand (discourse or syntax).
- Supports are focused on specific language demands, such as sentence starters (syntax or function), modeling how to construct an argument or explanation paragraph (function), graphic organizers tailored to organizing text (discourse or function), identifying critical elements of a language function using an example, more in-depth exploration of vocabulary development (definition, antonym, synonym, contextualized meanings, multiple meanings or contrastive uses for home and school.)

### Aim here!

- Evidence that demonstrates performance above Level 3:
**Rubric 5: Planning Assessments to Monitor and Support Student Learning**

How are the informal and formal assessments selected or designed to monitor students’ conceptual understanding, procedural fluency, and reasoning/problem solving skills?

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<td>• The assessments only provide evidence of students’ procedural skills or factual knowledge.</td>
<td>The assessments provide limited evidence to monitor students’ conceptual understanding, procedural fluency, OR reasoning/problem solving skills during the learning segment.</td>
<td>The assessments provide evidence to monitor students’ conceptual understanding, procedural fluency, AND reasoning/problem solving skills during the learning segment. Assessment adaptations required by IEP or 504 plans are made.</td>
<td>The assessments provide multiple forms of evidence to monitor students’ progress toward developing conceptual understanding, procedural fluency, AND reasoning/problem solving skills throughout the learning segment. Assessment adaptations required by IEP or 504 plans are made.</td>
<td>Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</td>
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**Evidence that demonstrates performance at Level 3:**
- The planned assessments provide evidence of students’ conceptual understanding, procedural fluency, AND mathematical reasoning or problem-solving skills at various points within the learning segment. The assessments must provide evidence of all three (conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills).

**Evidence that demonstrates performance below 3:**
- The planned assessments will yield insufficient evidence to monitor students’ conceptual understanding, procedural fluency, or mathematical reasoning/problem-solving skills within the learning segment.
- Assessments will produce evidence of student learning, but evidence is limited. Examples of limited assessments include a single assessment or assessments for only procedures or conceptual understanding and not the other areas.
- Although assessments may provide some evidence of student learning, they do not monitor all areas of learning across the learning segment. **Automatic Score of 1:** There is NO attention to ANY assessment-related IEP/504 plan requirements

**Evidence that demonstrates performance above Level 3:**
- The array of assessments provides consistent evidence of conceptual understanding, procedural fluency, AND mathematical reasoning or problem-solving skills in every lesson
- Assessment evidence will allow the candidate to determine students’ progress toward developing conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills.
- There are multiple forms of evidence, not just the same kind of evidence collected at different points in time or in different settings, to monitor student development of conceptual understanding, procedural fluency, and mathematical reasoning or problem-solving skills for the central focus
**Rubric 6: Learning Environment**

How does the candidate demonstrate a respectful learning environment that supports students’ engagement in learning?

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<td>The clip(s) reveals evidence of disrespectful interactions between teacher and students. OR Candidate allows disruptive behavior to interfere with student learning.</td>
<td>The candidate demonstrates respect for students. Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.</td>
<td>The candidate demonstrates rapport with and respect for students. Candidate provides a positive, low-risk social environment that reveals mutual respect among students.</td>
<td>The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that promotes mutual respect among students.</td>
<td>The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that promotes opportunities to express varied perspectives and promotes mutual respect among students.</td>
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**Evidence that demonstrates performance at Level 3:**
- In the clip(s): The candidate’s interactions with students are respectful, demonstrate rapport (evidence of relationship between teacher and students and/or ease of interaction that goes back and forth based on relevance or engaged conversation), and students communicate easily with the candidate. **AND**
- The environment described in the commentary, and verified with video evidence, shows that the candidate facilitates a positive environment wherein students are willing to answer questions and work together without the candidate or other students criticizing their responses. **AND**
- There is evidence of mutual respect among students. Examples include attentive listening while other students speak, respectful attention to another student’s idea (even if disagreeing), working together with a partner or group to accomplish tasks.

**Evidence that demonstrates performance below 3:**
- The clip(s): Do not exhibit evidence of positive relationships and interactions between teacher and students. •
- Reveal a focus on classroom management and maintaining student behavior and routines rather than engaging students in learning.
- Although clip(s) reveal the candidate’s respectful interactions with students, there is an emphasis on candidate’s rigid control of student behaviors, discussions, and other activities in ways that limit and do not support student learning.

**Evidence that demonstrates performance above Level 3:**
- The clip(s) reveal a positive learning environment that includes tasks/discussions that challenge student thinking and encourage respectful student-student interaction.
- The learning environment supports learning experiences that appropriately challenge students by promoting higher-order thinking or application to develop new learning. There must be evidence that the environment is challenging for students. Examples include: students cannot answer immediately, but need to think to respond; the candidate asks higher-order thinking questions; students are trying to apply their initial learning to another context. • The learning environment encourages and supports mutual respect among students.