



## Physical Education

# Understanding Rubric Level Progressions

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edTPA stems from a twenty-five-year history of developing performance-based assessments of teaching quality and effectiveness. The Teacher Performance Assessment Consortium (Stanford and AACTE) acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. This version of the handbook has been developed with thoughtful input from over six hundred teachers and teacher educators representing various national design teams, national subject matter organizations (AAHPERD, ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA), and content validation reviewers. All contributions are recognized and appreciated.

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**SCALE**

**Stanford Center for Assessment, Learning, & Equity**

# Understanding Rubric Level Progressions

## Physical Education

edTPA  
Fall 2014

edTPA portfolio is a collection of authentic artifacts and evidence from a candidate's actual teaching practice. *Understanding Rubric Level Progressions* is a KEY resource that is designed to describe the meaning behind the rubrics.

A close read of the following sections will help program faculty and supervisors internalize the criteria and level distinctions for each rubric. This document is intended as a resource for program faculty and supervisors who are supporting candidates with edTPA. Faculty and supervisors are strongly encouraged to share this document with candidates and use it to support their understanding of the rubrics, as well as their development as new professionals. The *Understanding Rubric Level Progressions* is intended to enhance, not replace, the support that candidates receive from programs in their preparation for edTPA.

In the next section, we provide definitions and guidelines for making scoring decisions based on the "preponderance of evidence." The remainder of the document presents the score-level distinctions and other information for each edTPA Task, including:

- 1) Elaborated explanations for rubric Guiding Questions
- 2) Definitions of key terms used in rubrics
- 3) Primary sources of evidence for each rubric
- 4) Rubric-specific preponderance of evidence rules
- 5) Automatic 1 criteria
- 6) Examples that distinguish between levels for each rubric: Level 3, below 3 (Levels 1 and 2), and above 3 (Levels 4 and 5).

### Preponderance of Evidence

Decisions about a score level are based on the "preponderance of evidence" provided by candidates and its match to rubric level criteria. The interpretation of each criterion requires the application of professional judgment. The following guidelines are applied when making scoring decisions based on the "preponderance of evidence":

When evidence falls across score points, scorers should use the following criteria while making the scoring decision:

1. A pattern of evidence supporting a particular score level has a heavier weight than isolated evidence in another score level.
2. **Automatic 1 criteria** outweigh all other evidence for the specific guiding question, as they reflect foundational understandings related to particular rubrics. Note that not all criteria for Level 1 are Automatic 1s. Automatic 1s are identified in this document for applicable rubrics.

## PHYSICAL EDUCATION LEARNING SEGMENT FOCUS:

Candidate’s instruction should support students to develop competencies in the psychomotor, cognitive, and/or affective domains related to movement patterns, performance concepts, and/or health-enhancing fitness.

### PLANNING RUBRIC 1: Planning for Developing Competencies in Physical Education

**PE1: How do the candidate’s plans provide for a safe environment, build on each other, and include tasks that develop students’ competencies in the psychomotor, cognitive, and affective domains?**

The Guiding Question addresses how a candidate’s plans build a learning segment of three to five lessons around a central focus. Candidates will explain how they plan to organize tasks, activities, and/or materials to align with the central focus and the standards/objectives and to provide a safe environment. The planned learning segment must develop student competencies in the psychomotor, cognitive, and affective domains related to movement patterns, performance concepts, and/or health-enhancing fitness.

**Definitions of Selected Key Concepts of Rubric:**

- *Aligned* – Standards, objectives, instructional strategies and learning tasks are “aligned” when they consistently address the same/similar learning outcomes for students.

**Physical Education Terms Central to the edTPA:**

- *Movement patterns* – “Fundamental movement as the essential building blocks to skillful movement. These include locomotor (e.g., jumping and running), non-locomotor (e.g., bending and stretching), and manipulative (e.g., striking and throwing) movement patterns.” These are fundamental movement patterns organized by movement category. (Adapted from National Association for Sport and Physical Education (2009). *National Standards and Guidelines for Physical Education Teacher Education* p. 56.)
- *Performance concepts* -- “Knowledge and action concepts related to skillful performance...includes aspects of (1) correct selection of ‘what’ to do (e.g., when to choose a drop shot or why to choose low repetitions for strength training) when performing a skill; and (2) correct execution of ‘how’ to do a skill (e.g., flicking the wrist during a drop shot or slowing the speed of a bicep curl repetition (Rink, 2003)” This also includes concepts related to the successful completion of activities such as orienteering and teambuilding.
- *Health-enhancing physical fitness* -- “Intentional and systematic physical activity that positively enhances the components of personal physical fitness” (e.g., cardiovascular endurance, muscular strength/endurance, flexibility, and body composition). “Improving these components reduces the risk of disease and illness and enhances overall health and well-being.” (Adapted from National Association for Sport and Physical Education, 2008. *National Standards and Guidelines for Physical Education Teacher Education* p. 56.)

**Primary Sources of Evidence:**

Context for Learning Information (for understanding and assessing candidate’s decisions)  
 Planning Commentary **Prompt 1**  
 Lesson Plans (standards, objectives, instructional strategies and learning tasks, instructional materials, or other resources)

<b>DECISION RULESPRINCIPLE</b>	<ul style="list-style-type: none"> <li>• N/A for this rubric</li> </ul>
<b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>• Significant content inaccuracies</li> <li>• A significant pattern of misalignment between standards, objectives, learning tasks, and materials</li> <li>• Plans do not provide a safe learning environment.</li> </ul>

### Unpacking Rubric Levels

<b>Level 3</b>	<p><b>Evidence that demonstrates performance at <u>Level 3</u>:</b></p> <ul style="list-style-type: none"> <li>• Plans for instruction are <b>logically sequenced</b> to facilitate students’ development of psychomotor competencies</li> <li>• Plans include learning tasks with clear connections to the cognitive or affective domains.</li> <li>• Be sure to pay attention to the presence or absence of evidence for each domain (psychomotor, cognitive, and affective).</li> </ul>
<b>Below 3</b>	<p><b>Evidence that demonstrates performance <u>below 3</u>:</b></p> <ul style="list-style-type: none"> <li>• Plans include learning tasks that provide limited support for development of psychomotor competencies.</li> <li>• Plans include only minimal or unclear connections to the cognitive or affective domains.</li> </ul> <p><b>What distinguishes a Level 2 from a Level 3:</b> At Level 2,</p> <ul style="list-style-type: none"> <li>• the candidate is paying some attention to helping students understand the “why” of the movement or concept, but the connections are fleeting, so students simply focus on “how” to do the movement.</li> <li>• Learning tasks provide students with limited opportunities to practice the skill (large group not broken down to increase opportunities to respond, limited access to equipment, providing students with few opportunities to respond); therefore, psychomotor competencies cannot be achieved.</li> <li>• The candidate includes objectives related to the affective domain (communication, cooperation, teamwork), but do not provide support to meet the objectives.</li> </ul> <p><b>What distinguishes a Level 1 from a Level 2:</b> At Level 1,</p> <ul style="list-style-type: none"> <li>• the learning tasks planned by the candidate are focused entirely on the psychomotor domain. If the candidate only focuses on either the cognitive or affective domain with no connections to another domain, it is also scored at Level 1.</li> </ul> <p><b>Automatic Score of 1 is given when:</b></p> <ul style="list-style-type: none"> <li>• There is a pattern of <b>significant content inaccuracies</b> that will lead to student misunderstandings. Content flaws in the plans or instructional materials are significant and systematic, and interfere with student learning.</li> <li>• <b>Standards, objectives, learning tasks, and materials are not aligned</b> with each other. There is a <u>consistent pattern of misalignment</u> across the plans. If one standard or objective does not align within the learning segment, this level of misalignment is not significant enough for a Level 1.</li> </ul>

<p><b>Above 3</b></p>	<p><b>Evidence that demonstrates performance <u>above Level 3</u>:</b></p> <ul style="list-style-type: none"> <li>• Learning tasks are meaningful and designed to support students’ development of psychomotor competencies, with clear connections to the cognitive and affective domains. Consistent connections to the cognitive and affective domains are embedded in the learning tasks, providing students the opportunity to meet objectives specific to those domains.</li> </ul> <p><b>What distinguishes a Level 4 from a Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"> <li>• planned learning tasks are sequenced to <b>develop psychomotor competencies</b> with clear connections to the <b>cognitive AND affective domains</b>. These connections should be explicit in the learning tasks. Be sure to pay attention to the presence or absence of evidence for each domain.</li> </ul>
	<p><b>What distinguishes a Level 5 from a Level 4:</b> Level 5, the candidate meets all of Level 4 AND</p> <ul style="list-style-type: none"> <li>• <b>plans include activities and questions that clearly support students in making these connections themselves.</b></li> <li>• This would include plans that maximize practice opportunities (increased time-on-task) for development of psychomotor competencies with learning tasks embedded in the plan specific to the cognitive and affective domains.</li> </ul>

## PLANNING RUBRIC 2: Planning to Support Varied Student Learning Needs

**PE2: How does the candidate use knowledge of his/her students to target support for students to develop competencies and knowledge in the psychomotor, cognitive, and affective domains?**

The Guiding Question addresses how the candidate plans to support students in relationship to students' characteristics. This includes the candidate's understanding of how students develop, and choosing or adapting instructional strategies, learning tasks, and/or materials.

**Definitions of Selected Key Concepts of Rubric:**

- Planned Supports include instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning.

**Primary Sources of Evidence:**

Context for Learning Information  
 Planning Commentary **Prompts 2 and 3**  
 Lesson Plans (instructional strategies and learning tasks, assessments, and resources)  
 Key Instructional and Assessment Materials

**DECISION RULES**

- N/A for this rubric

**AUTOMATIC 1**

- Support according to requirements in IEPs or 504 plans is completely missing.
- If there are no students with IEPs or 504 plans, then this criterion is not applicable.

**Unpacking Rubric Levels**

**Level 3**

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

- Supports are related to the learning objectives and central focus.
- Candidate plans supports for students that address the learning needs of the whole class while assisting them in achieving the learning objectives. None of the supports are differentiated for any students other than those required in an IEP or 504 plan.
- Candidate addresses at least one of the requirements from IEPs and 504 plans as described in the Context for Learning Information.

**Below 3**

**Evidence that demonstrates performance below 3:** Candidate plans insufficient supports to develop students' learning relative to the identified objectives or the central focus. Evidenced by ONE or more of the following:

- candidate does not plan supports for students
- planned supports are not closely tied to learning objectives or central focus
- plans do not reflect ANY instructional requirement in IEPs or 504 plans.

**What distinguishes a Level 2 from a Level 3:** At Level 2,

- plans address at least one of the instructional requirements set forth in IEPs and 504 plans. However, it is not clear that other planned instructional supports will be helpful in supporting students to meet the learning objectives.
- Planned supports are inadequate (e.g., demonstrations, explorations, or activities that are not appropriate to the developmental level of most students; instruction limited to verbal descriptions without demonstrations, instructional cues, or explanations).
- The instructional supports would work for almost any learning objective or task. Therefore, supports are not closely connected to the learning objectives or central focus.

	<p><b>What distinguishes a Level 1 from a Level 2:</b> There are <b>two ways</b> for evidence to be scored at Level 1:</p> <ol style="list-style-type: none"> <li>1. Evidence of intentional support for student needs as described by the candidate is absent.</li> <li>2. No specific planned supports such as instructional cues, explanations, or practice tasks are identified.</li> </ol> <p><b>Automatic Score of 1 is given when:</b></p> <ul style="list-style-type: none"> <li>• If IEP/504 requirements are described in the Context for Learning or commentary but none are included in the planned support, then the rubric is scored as an Automatic Level 1, regardless of other evidence of support for the whole class or groups or individuals in the class. If the candidate describes one or more of the IEP or 504 plan requirements for any student in the lesson plans or commentary, then the score is determined by the Planned Support criterion. <b>(If there are no students with IEPs or 504 plans, then this criterion is not applicable.)</b></li> </ul>
<p><b>Above 3</b></p>	<p><b>Evidence that demonstrates performance <u>above 3</u>:</b></p> <ul style="list-style-type: none"> <li>• Plans address specific student needs through supports that will help students meet the learning objectives.</li> <li>• Candidate addresses at least one of the requirements from IEPs and 504 plans as described in the Context for Learning Information.</li> </ul> <p><b>What distinguishes a Level 4 from a Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"> <li>• the candidate explains how the supports tied to the learning objectives are intended to meet specific needs of individuals or groups of students with similar needs, in addition to the whole class. Supports should be provided for more than one student--either more than one individual or for a specific group of students with similar needs (e.g., more instruction in a prerequisite skill).</li> </ul> <p><b>What distinguishes a Level 5 from a Level 4:</b> At level 5,</p> <ul style="list-style-type: none"> <li>• the candidate meets Level 4 AND identifies possible errors and misunderstandings associated with the central focus, and describes specific strategies to identify and respond to them.</li> <li>• If the plans and commentary attend to common student errors or misunderstandings without also satisfying Level 4 requirements, this is not sufficient evidence for Level 5.</li> </ul>

## PLANNING RUBRIC 3: Using Knowledge of Students to Inform Teaching and Learning

### PE3: How does the candidate use knowledge of his/her students to justify instructional plans?

The Guiding Question addresses how the candidate justifies the ways in which learning tasks and materials make content meaningful to students, by drawing upon knowledge of individuals or groups, as well as research or theory.

#### Definitions of Selected Key Concepts of Rubric:

- *Deficit thinking* is revealed when candidates explain low academic performance based primarily on students' cultural or linguistic backgrounds, the challenges they face outside of school or from lack of family support. When this leads to a pattern of low expectations, not taking responsibility for providing appropriate support, or not acknowledging any student strengths, this is a deficit view.

For the following terms from the rubric, see the handbook glossary:

- *prior academic learning*
- *assets (personal/cultural/community assets)*

#### Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

#### DECISION RULES

- Criterion 1 (**primary**): Justification of plans using knowledge of students (prior academic learning and/or personal/cultural/community assets).
- Criterion 2: Research and theory connections
- Place greater weight or consideration on criterion 1 (justification of plans using knowledge of students).

#### AUTOMATIC 1

- Deficit view of students and their backgrounds

#### Unpacking Rubric Levels

#### Level 3

#### Evidence that demonstrates performance at Level 3:

- The candidate's justification of the learning tasks includes explicit connections to what students have already learned or knowledge of student' cultural backgrounds or personal lived experiences/interests.
- The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are not clearly made.

#### Below 3

#### Evidence that demonstrates performance below 3:

- There is a limited amount of evidence that the candidate has considered his/her particular class in planning.
- OR
- The candidate justifies the plans through a deficit view of students and their backgrounds.

	<p><b>What distinguishes a Level 2 from a Level 3:</b> At Level 2,</p> <ul style="list-style-type: none"> <li>the candidate’s justification of the learning tasks makes some connection with what they know about students’ prior academic learning OR personal/cultural/community assets. These connections are not strong, but are instead vague or unelaborated, or involve a listing of what candidates know about their students in terms of prior knowledge or background without making a direct connection to how that is related to planning.</li> </ul> <p><b>What distinguishes a Level 1 from a Level 2:</b> At Level 1,</p> <ul style="list-style-type: none"> <li>there is no evidence that the candidate uses knowledge of students to plan.</li> </ul> <p><b>Automatic Score of 1 is given when:</b></p> <ul style="list-style-type: none"> <li>Candidate’s justification of learning tasks represents a deficit view of students and their backgrounds.</li> </ul>
Above	<p><b>Evidence that demonstrates performance above 3:</b></p> <ul style="list-style-type: none"> <li>The candidate’s justification not only uses knowledge of students – as both academic learners AND as individuals who bring in personal, cultural, or community assets – but also uses research or theory to inform planning.</li> </ul> <p><b>What distinguishes a Level 4 from a Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"> <li>the <b>evidence includes a balance</b> of specific examples from students’ prior academic learning AND knowledge of students’ personal/cultural/community assets, and explains how the plans reflect this knowledge. The explanation needs to include explicit connections between the learning tasks and the examples provided.</li> <li>The candidate explains how research or theory informed the selection or design of at least one learning task or the way in which it was implemented. The connection between the research or theory and the learning task(s) must be explicit.</li> </ul> <p><b>What distinguishes a Level 5 from a Level 4:</b> At Level 5,</p> <ul style="list-style-type: none"> <li>the candidate meets Level 4 AND explains how principles of research or theory support or <b>set a foundation for</b> their planning decisions.</li> <li>The justifications are explicit, well-articulated, and demonstrate a thorough understanding of the research/theory principles that are clearly reflected in the plans.</li> </ul>

## PLANNING RUBRIC 4: Identifying and Supporting Language Demands

**PE4: How does the candidate identify and support language demands associated with a key physical education learning task?**

The Guiding Question examines the specific language demands identified in the learning segment and identifies support for the use of this language.

### Definitions of Selected Key Concepts of Rubric:

**Use the definitions below to identify evidence for each language demand while scoring.**

- **language demands** -- Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, speaking, and/or signaling to demonstrate their discipline-specific understanding. Some examples might be writing a fitness plan, calculating target heart rate, officiating a game, analyzing a movement pattern.
- **language functions** -- The content and language focus of the learning task represented by the action verbs within the learning outcomes. Common language functions in physical education include, but are not limited to, **interpreting** instructions in task cards; **describing** how to perform a particular movement or the purpose of opposition; **explaining** how to create more force or the how and why of a movement, tactic, or strategy; **signaling** verbally and nonverbally to classmates about tactics during a game; **critiquing** a peer performance; **listing** personal health-enhancing fitness goals; and **comparing** B player to player versus zone defense.
- **vocabulary** -- Words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., set, plane); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline (e.g., locomotor, opposition).
- **discourse** -- Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated. In physical education, language structures include symbolic representations such as officiating signals (which can be translated into words), graphic representations such as X's and O's (which is shorthand language depicting game play strategies), pictures (which represent movement forms), and orienteering maps or diagrams which provide visual directions. If the language function analyzes movement, then appropriate language structures would be a list of critical elements which describe the essential movements of the skill.
- **syntax** -- The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).

### Primary Sources of Evidence:

Planning Commentary **Prompt 4a-d**  
Lesson Plans  
Instructional Materials

### DECISION RULES

- N/A

### AUTOMATIC 1

- None

**Unpacking Rubric Levels**

<p><b>Level 3</b></p>	<p><b>Evidence that demonstrates performance at <u>Level 3</u>:</b></p> <ul style="list-style-type: none"> <li>Some support is described, though not in specific detail, for students’ application of both vocabulary/symbols/signals/key phrases and one or more of the additional language demands identified (function, syntax, 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.</li> </ul>
<p><b>Below 3</b></p>	<p><b>Evidence that demonstrates performance <u>below 3</u>:</b></p> <ul style="list-style-type: none"> <li>The candidate has a superficial view of academic language, primarily focusing on isolated vocabulary, symbols, signals, and/or key phrases, with little or no attention to how these are used in the learning task.</li> </ul> <p><b>What distinguishes a Level 2 from a Level 3:</b> At Level 2,</p> <ul style="list-style-type: none"> <li>the primary focus of language demand is on the meaning of specific vocabulary/symbols/signals/key phrases, with little attention to other language demands (function, syntax, or discourse).</li> <li>Support may consist of sharing or writing definitions, discussing vocabulary/symbols/signals/key phrases, or showing pictures of vocabulary, but does not go beyond vocabulary/symbols/signals/key phrases.</li> </ul> <p><b>What distinguishes a Level 1 from a Level 2:</b> At Level 1,</p> <ul style="list-style-type: none"> <li>there is a mismatch between and among the language demand(s), language function, task, and/or the language supports identified.</li> </ul>
	<p><b>Evidence that demonstrates performance <u>above 3</u>:</b></p> <p>The supports specifically address the language function, vocabulary/symbols/signals/key phrases and at least one other language demand (syntax, discourse) in the context of the chosen task.</p> <p><b>What distinguishes a Level 4 from a Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"> <li>the candidate plans specific language supports in relation to vocabulary/symbols/signals/key phrases, the language function, and at least one other language demand (discourse, syntax).</li> <li>Supports are focused on specific language demands, such as a list of required components in analyzing a movement (function), modeling the use of “Xs” or “Os” to explain a game play strategy (discourse or function), sentence starters (syntax or function), or providing a chart of hand signals and when they are used in officiating a game (discourse).</li> </ul> <p><b>What distinguishes a Level 5 from a Level 4:</b> At Level 5,</p> <ul style="list-style-type: none"> <li>the candidate meets Level 4 AND explains how the language supports are either designed or differentiated to meet the needs of students with differing language needs.</li> </ul>

## PLANNING RUBRIC 5: Planning Assessments to Monitor and Support Student Learning

**PE5: How are the planned assessments selected or designed to provide evidence of student progress toward the standards/objectives?**

The Guiding Question addresses the alignment of the assessments to the standards and objectives and the extent to which assessments provide multiple forms of evidence to monitor student progress throughout the learning segment. It also addresses required adaptations from IEPs or 504 plans. The array of assessments should provide evidence of students' competencies in the psychomotor, cognitive, and/or affective domains aligned with standards/objectives.

**Key Concepts of Rubric:**

- N/A

**Primary Sources of Evidence:**

Context for Learning Information (required supports, modifications, or accommodations for assessments)  
 Planning Commentary **Prompts 2 and 5**  
 Lesson Plans (assessments)  
 Assessment Materials

**DECISION RULES**

- N/A for this rubric

**AUTOMATIC 1**

- None of the assessment adaptations required by IEPs or 504 plans are made. (If there are no students with IEPs or 504 plans, then this criterion is not applicable.)

**Unpacking Rubric Levels**

**Level 3**

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

- The planned assessments provide evidence of students' competencies in the psychomotor AND the cognitive or affective domains at various points within the learning segment.

**Below 3**

**Evidence that demonstrates performance below 3:**

- The planned assessments will yield insufficient evidence to monitor students' competencies in the psychomotor as well as the cognitive or affective domains within the learning segment.

**What distinguishes a Level 2 from a Level 3:** At Level 2,

- assessments will produce evidence of student learning, but evidence is limited. Examples of limited assessments include checklists, quizzes, or other assessments that may not provide adequate data to demonstrate student learning related to stated objectives.
- Although assessments may provide some evidence of student learning, they do not monitor the psychomotor domain plus one other (cognitive or affective) across the learning segment.

	<p><b>What distinguishes a Level 1 from a Level 2:</b> At Level 1,</p> <ul style="list-style-type: none"> <li>the assessments only provide evidence of students’ competencies in the psychomotor domain. If the candidate only focuses on either the cognitive or affective domain with no connections to another domain, it is also scored at Level 1.</li> </ul> <p><b>Automatic Score of 1 is given when:</b></p> <ul style="list-style-type: none"> <li>If there is NO attention to ANY assessment-related IEP/504 plan requirements (e.g., more time; a scribe for written assignments), the score of 1 is applied; otherwise the evidence for the other criteria will determine the score. (If there are no students with IEPs or 504 plans, then this criterion is not applicable.)</li> </ul>
<p><b>Above 3</b></p>	<p><b>Evidence that demonstrates performance above 3:</b></p> <ul style="list-style-type: none"> <li>the array of assessments provides consistent evidence of students’ competencies in the psychomotor, cognitive AND affective domains.</li> <li>Assessment evidence will allow the candidate to determine students’ progress towards competencies in the psychomotor, cognitive, and/or affective domains related to movement patterns, performance concepts, and/or health-enhancing fitness.</li> </ul> <p><b>What distinguishes a Level 4 from a Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"> <li>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 competencies in the psychomotor, cognitive, AND affective domains related to movement patterns, performance concepts, and/or health-enhancing fitness for the central focus. “Multiple forms of evidence” means that different types of evidence are used—e.g. a variety of data based on student performance related to movement patterns, performance concepts, and/or concepts related to health- enhancing fitness, such as checklists, rating scales, analytic rubrics, holistic rubrics, event tasks, game performance assessments.</li> <li>The array of assessments provides evidence to track student progress toward developing the conceptual understanding and application of movement patterns, performance concepts, and/or concepts related to health-enhancing fitness.</li> <li>This evidence is collected in all three domains of learning (psychomotor, cognitive, affective), and assessments occur throughout the learning segment.</li> </ul> <p><b>What distinguishes a Level 5 from a Level 4:</b> At Level 5,</p> <ul style="list-style-type: none"> <li>candidate meets Level 4 AND describes how assessments are modified to allow individuals or groups with specific needs to demonstrate their learning, including modifications in equipment, assessment tasks, or performance criteria.</li> <li>Strategic design of assessments goes beyond, for example, allowing extra time to complete an assignment or adding a challenge question. Targeted and explicit design allows individuals or groups with specific needs to demonstrate learning without oversimplifying the content.</li> </ul>

## INSTRUCTION RUBRIC 6: LEARNING ENVIRONMENT

**PE6: How does the candidate promote a supportive and respectful learning environment that supports students?**

The Guiding Question addresses the type of learning environment that the candidate establishes and the degree to which it fosters respectful interactions between the candidate and students, and among students.

**Definitions of Selected Key Concepts of Rubric:**

1. *Respect* - A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, **disrespect**, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct are culturally defined and may be context dependent. Note that indicators of respect may differ across cultures.
  
2. *Rapport* - A close and harmonious relationship in which the people or groups understand each other’s feelings or ideas and communicate well.

For the following term from the rubric, see the handbook glossary:

- *Learning environment*

**Primary Sources of Evidence:**

Video Clip(s)

Instruction Commentary **Prompt 2**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video – **such statements should not override evidence depicted in the video.**

<b>DECISION RULES</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>• There are safety problems, visible on the video clip(s), that pose an immediate danger to students.</li> </ul>






### Unpacking Rubric Levels

<b>Level 3</b>	<p><b>Evidence that demonstrates performance at <u>Level 3</u>:</b> In the clip(s):</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 performances or responses.</li> <li>• There is evidence of mutual respect among students. Examples include attentive listening while other students speak, good sportsmanship, working together with a partner or group to accomplish tasks.</li> <li>• The candidate provides an emotionally and physically safe environment for all students.</li> </ul>
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<p><b>Below 3</b></p>	<p><b>Evidence that demonstrates performance <u>below 3</u>:</b> The clip(s):</p> <ul style="list-style-type: none"> <li>• Do not exhibit evidence of positive relationships and interactions between teacher and students</li> <li>• Reveal a focus on classroom management and maintaining student behavior and routines rather than engaging students in learning</li> <li>• Reveal a physically safe environment, but the emotional safety of students is not addressed.</li> </ul> <p><b>What distinguishes a Level 2 from a Level 3:</b> At Level 2,</p> <ul style="list-style-type: none"> <li>• 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 learning. The focus is on a physically safe environment, without providing a positive, low-risk, emotionally safe environment.</li> </ul> <p><b>What distinguishes a Level 1 from a Level 2:</b> At Level 1, there are <b>two ways</b> that evidence is scored:</p> <ol style="list-style-type: none"> <li>1. The clip(s) reveal evidence of candidate-student or student-student interactions that discourage student contributions, disparage the student(s), or take away from learning.</li> <li>2. The classroom management is so weak that the candidate is not able to, or does not successfully, redirect students, or the students themselves find it difficult to engage in learning tasks because of disruptive behavior or the learning environment is physically or emotionally unsafe.</li> </ol> <p><b>Automatic Score of 1 is given when:</b></p> <ul style="list-style-type: none"> <li>• There are safety problems seen in the video that are severe enough to pose an immediate danger to students.</li> </ul>
<p><b>Above 3</b></p>	<p><b>Evidence that demonstrates performance <u>above 3</u>:</b> The clip(s):</p> <ul style="list-style-type: none"> <li>• Reveal a positive learning environment that includes tasks/questions that challenge students (e.g., teaching by invitation or demonstrating movement in a more game-like environment) and encourage respectful student-student interaction.</li> </ul> <p><b>What distinguishes a Level 4 from a Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"> <li>• the learning environment supports learning tasks that appropriately stretch students and challenge them in the psychomotor, cognitive, and/or affective domain. This may include applying skills in a more challenging environment; asking higher-order thinking questions; or challenging students’ communication, leadership, or teamwork skills. There must be evidence that the environment is challenging for students.</li> <li>• The learning environment encourages and supports mutual respect among students, e.g., to discuss ideas respectfully with each other.</li> </ul> <p><b>What distinguishes a Level 5 from a Level 4:</b> At Level 5,</p> <ul style="list-style-type: none"> <li>• the learning environment is challenging for individuals or groups of individuals with varied needs. The teacher candidate is seen in the video clearly supporting varied student needs in the psychomotor, cognitive, and/or affective domains. Students are demonstrating /expressing a variety of actions, perspectives, or behaviors based on learning of the content.</li> </ul>

## INSTRUCTION RUBRIC 7: Engaging Students in Learning

**PE7: How does the candidate actively engage students in developing specific competencies in the psychomotor, cognitive, and/or affective domains?**

The Guiding Question addresses how the candidates provides evidence of engaging students in meaningful tasks and discussions to develop their competencies related to movement patterns, performance concepts, and/or health-enhancing fitness in the psychomotor, cognitive, and/or affective domains.

**Definitions of Selected Key Concepts of Rubric:**

For the following terms from the rubric, see the handbook glossary:

- *Engaging students in learning*

**Primary Sources of Evidence:**

Video clip(s)

Instruction Commentary **Prompt 3**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video – **such statements should not override evidence depicted in the video.**

<b>DECISION RULES</b>	<ul style="list-style-type: none"> <li>• Criterion 1 (<b>primary</b>): Engagement in learning tasks related to central focus</li> <li>• Criterion 2: Use of effective rules, routines, and transitions to provide sufficient time-on-task</li> <li>• Place greater weight or consideration on the criterion 1 (engagement in learning tasks).</li> </ul>
<b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>• None.</li> </ul>






### Unpacking Rubric Levels

<b>Level 3</b>	<p><b>Evidence that demonstrates performance at <u>Level 3</u>:</b></p> <ul style="list-style-type: none"> <li>• The clip(s) show that the students are engaged in learning tasks that provide opportunities for students to focus on developing psychomotor competencies linked to skills in the cognitive or affective domain.</li> <li>• Clip(s) show the candidate providing sufficient time-on-task for students to gain psychomotor competency by the effective use of rules, transitions, and routines.</li> </ul>
<b>Below 3</b>	<p><b>Evidence that demonstrates performance <u>below 3</u>:</b></p> <ul style="list-style-type: none"> <li>• Students are participating in tasks that provide some attention to developing competencies in the psychomotor domain, coupled with little or no attention to the cognitive and/or affective domains related to movement patterns, performance concepts, and/or health-enhancing fitness.</li> </ul> <p><b>What distinguishes a Level 2 from a Level 3:</b> At Level 2,</p> <ul style="list-style-type: none"> <li>• students are participating in rote tasks that primarily focus on psychomotor competencies without engaging students adequately in the cognitive or affective domain.</li> <li>• Rules and routines exist, but are inconsistently enforced resulting in decreased time-on-task.</li> </ul>

	<p><b>What distinguishes a Level 1 from a Level 2:</b> At Level 1,</p> <ul style="list-style-type: none"> <li>• the learning tasks seen in the video clip(s) have little relation to the central focus identified. Candidate's transitions and routines are time consuming or do not exist, thereby limiting students' time-on-task.</li> </ul>
<p><b>Above 3</b></p>	<p><b>Evidence that demonstrates performance <u>above 3</u>:</b></p> <ul style="list-style-type: none"> <li>• The learning tasks as seen in the clip(s) are structured to engage students to develop competencies across all three learning domains.</li> <li>• Candidate effectively uses rules, routines, and transitions to maximize time-on-task.</li> </ul> <p><b>What distinguishes a Level 4 from a Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"> <li>• the learning tasks in the clip(s) include tasks, structures, or scaffolding that promote engagement in learning in the psychomotor, cognitive AND affective domains. Candidate consistently provides time-on-task by the effective use of rules, routines, and transitions.</li> </ul> <p><b>What distinguishes a Level 5 from a Level 4:</b> At Level 5,</p> <ul style="list-style-type: none"> <li>• the learning tasks in the clip(s) include tasks, structures, or scaffolding that deepens and extends the development of competencies in the psychomotor, cognitive AND affective domains</li> <li>• students are seen in the video clip(s) practicing self-management skills and encouraging each other to stay on task, move quickly from place to place, and follow rules/routines that maximize time on task.</li> </ul>

## INSTRUCTION RUBRIC 8: Strengthening Student Competencies through Active Monitoring

**PE8: How does the candidate actively monitor students' actions to further develop their competencies in the psychomotor, cognitive, and/or affective domains?**

The Guiding Question addresses how in the video clip(s), the candidate actively monitors students' responses to promote learning in the psychomotor, cognitive, and affective domains?

**Definitions of Selected Key Concepts of Rubric:**

- None defined

**Primary Sources of Evidence:**

Instruction Commentary **Prompt 4a**

Video Clip(s)

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video – **such statements should not override evidence depicted in the video.**

**DECISION RULES**

- N/A for this rubric

**AUTOMATIC 1**

- Pattern of **significant content inaccuracies** or a significant error in content that is core to the central focus or a key standard for the learning segment.

### Unpacking Rubric Levels

<b>Level 3</b>	<p><b>Evidence that demonstrates performance at <u>Level 3</u>:</b></p> <ul style="list-style-type: none"> <li>• The candidate actively monitors the class, providing group responses, e.g., “Everyone freeze and look here. Many of you are stepping with the same foot you are throwing with, instead of in opposition.”</li> </ul>
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<b>Below 3</b>	<p><b>Evidence that demonstrates performance <u>below 3</u>:</b></p> <ul style="list-style-type: none"> <li>• In the clip(s), the discourse in the class provides students with limited or no opportunities to think and learn.</li> </ul>
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**What distinguishes a Level 2 from a Level 1:** At Level 2,

- the candidate asks questions that elicit right/wrong or yes/no answers and do little to encourage students to think about the content being taught.
- The candidate provides responses that are motivational such as “good job” or “better” that are unrelated to improving student competencies.

**What distinguishes a Level 1 from a Level 2:** At Level 1,

- Candidate passively monitors class with little or no interactions with students and without intervening or providing redirection for students' actions.

	<p><b>Automatic Score of 1 is given when:</b></p> <ul style="list-style-type: none"> <li>• There is a pattern of <b>significant content inaccuracies</b> that will lead to student misunderstandings.</li> </ul>
<p><b>Above 3</b></p>	<p><b>Evidence that demonstrates performance <u>above 3</u>:</b></p> <ul style="list-style-type: none"> <li>• In the clip(s), the candidate provides feedback to students based on their individual responses to the learning task.</li> </ul> <p><b>What distinguishes a Level 4 from a Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"> <li>• based on student responses, the candidate provides individualized, differentiated feedback to impact student learning, e.g., challenging students who are able to do the skill competently or remediating for students who are having difficulty with the skill.</li> </ul> <p><b>What distinguishes a Level 5 from a Level 4:</b> At Level 5,</p> <ul style="list-style-type: none"> <li>• there is evidence in the clip(s) that the candidate structures and supports student-student conversations and interactions that facilitate students' ability to evaluate and self-monitor their learning, e.g., analyzing a peer's performance, providing feedback related to a peer's performance, peer critique.</li> </ul>

## INSTRUCTION RUBRIC 9: Subject-Specific Pedagogy

**PE9: How does the candidate use pedagogical content knowledge to develop students' competencies in psychomotor, cognitive, and/or affective domains?**

The Guiding Question addresses how the candidate designs learning tasks that lead to movement competencies through the use of appropriate learning tasks, instructional cues/prompts, explorations, and/or demonstrations.

**Definitions of Selected Key Concepts of Rubric:**

- None defined

**Primary Sources of Evidence:**

Video Clip(s)

Instruction Commentary **Prompt 5**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video – **such statements should not override evidence depicted in the video.**

**DECISION RULES**

- N/A for this rubric

**AUTOMATIC 1**

- Learning tasks are developmentally inappropriate for the central focus or skill level of students.

### Unpacking Rubric Levels

**Level 3**

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

- In the clip(s), the candidate's learning tasks are appropriate for the developmental and skill level of students and aligned with the central focus with identified instructional cues/prompts and appropriate explorations/demonstrations.

**Below 3**

**Evidence that demonstrates performance below 3:**

- In the clip(s), the candidate either implements inappropriate learning tasks, or provides wrong instructional cues/prompts to support student learning.

**What distinguishes a Level 2 from a Level 3:** At Level 2,

- The candidate provides explorations/demonstrations but does not include instructional cues/prompts.

**What distinguishes a Level 1 from a Level 2:** At Level 1,

- In the clips(s), the candidate's learning tasks are not aligned with the central focus.

**Automatic Score of 1 is given when:**

- Learning tasks are developmentally inappropriate.

<b>Above 3</b>	<p><b>Evidence that demonstrates performance <u>above 3</u>:</b></p> <ul style="list-style-type: none"><li>• In the clip(s), the candidate uses appropriate learning tasks, cues/prompts, and explorations/demonstrations.</li></ul> <p><b>What distinguishes a Level 4 from a Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"><li>• in the clip(s), the candidate adapts learning tasks to abilities of individual students and differentiates instruction.</li></ul> <p><b>What distinguishes a Level 5 from a Level 4:</b> At Level 5,</p> <ul style="list-style-type: none"><li>• in the clip(s), the candidate meets Level 4 AND modifies learning tasks on the spot when recognizing that a majority of students are performing the skill incorrectly.</li></ul>
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## INSTRUCTION RUBRIC 10: Analyzing Teaching Effectiveness

**PE10: How does the candidate use evidence of student learning to evaluate and change teaching practice to better meet students' varied learning needs?**

The Guiding Question addresses how the candidate examines the teaching and learning in the video clip(s) and proposes what s/he could have done differently to better support the needs of diverse students. The candidate justifies the changes based on student needs and references to research and/or theory.

**Definitions of Selected Key Concepts of Rubric:**

- None defined

**Primary Sources of Evidence:**

Video Clip(s) (for evidence of student learning)  
 Instruction Commentary **Prompt 6**

**DECISION RULES**

- Criterion 1 (**primary**): Proposed changes
- Criterion 2: Connections to research/theory
- Place greater weight or consideration on criterion 1 (proposed changes).

**AUTOMATIC 1**

- None

### Unpacking Rubric Levels

**Level 3**

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

- The proposed changes in teaching practice relate to the central focus and address specific learning needs of the whole class from the lessons that were depicted in the video clip(s). Proposed changes noted by the candidate should be related to the lessons that are seen or referenced in the clip(s), but do not need to be exclusively from what is seen in the clip(s) alone. This means that since only portions of the lessons implemented will be captured by the clip(s), candidates can suggest changes to any part of the lesson(s) referenced in the clip(s), even if those portions of the lesson(s) are not captured in the clips.
- The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are not clearly made.

**Below 3**

**Evidence that demonstrates performance below 3:**

- The changes proposed by the candidate are not directly related to student learning.

**What distinguishes a Level 2 from a Level 3:** At Level 2,

- the changes 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 either the central focus or the specific learning that is the focus of the video clip(s). Changes are primarily related to managing students or the environment (e.g., more time, better directions, quicker transitions, more equipment, making groups smaller, changing group configuration because of behavior).
- If a candidate's proposed changes have nothing to do with the central focus, this rubric cannot be scored beyond a Level 2.

**What distinguishes a Level 1 from a Level 2:** At Level 1,

- the changes are not related to student learning seen in the clip(s).

<p><b>Above 3</b></p>	<p><b>Evidence that demonstrates performance <u>above 3</u>:</b></p> <ul style="list-style-type: none"> <li>• The proposed changes relate to the central focus and address individual and collective needs that were within the lessons seen in the video clip(s).</li> <li>• The changes in teaching practice are supported by research and/or theory.</li> </ul> <p><b>What distinguishes a Level 4 from a Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"> <li>• the changes proposed are clearly related to needs of individuals and groups that were seen in the video clip(s).</li> <li>• The candidate explains how research or theory is related to the changes proposed. Candidates may cite research or theory in their commentary, or refer to the ideas and principles from the research; either connection is acceptable, as long as they clearly connect the research/theory to the proposed changes.</li> </ul> <p><b>What distinguishes a Level 5 from a Level 4:</b> At Level 5,</p> <ul style="list-style-type: none"> <li>• the candidate meets Level 4 and explains how principles of research or theory <b>support or frame the proposed changes</b>. The justifications are explicit, well-articulated, and demonstrate a thorough understanding of the research/theory principles that are clearly reflected in the explanation of the changes.</li> </ul>
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## ASSESSMENT RUBRIC 11: Analysis of Student Learning

**PE11: How does the candidate analyze evidence of student learning of specific competencies in the psychomotor, cognitive, and/or affective domains?**

The Guiding Question addresses the candidates' analysis of **student learning of specific competencies in the psychomotor, cognitive, and/or affective domains** to identify patterns of learning cross the class.

### Definitions of Selected Key Concepts of Rubric:

- *Aligned* – Evaluation criteria, learning objectives and analysis are aligned with each other.
- *Evaluation criteria* -- Evaluation criteria should indicate differences in level of performance, e.g., descriptors, traits, or characteristics on a checklist, a rubric, or game performance assessment instrument. Summative grades are not evaluation criteria. Evaluation criteria must be relevant to the learning objectives.

For the following term from the rubric, see the handbook glossary:

- *Patterns of learning*

### Primary Sources of Evidence:

Evaluation criteria (either as an attachment or described within the commentary)

Student work samples

Assessment Commentary **Prompt 1**

### DECISION RULES

- N/A for this rubric

### AUTOMATIC 1

- Significant misalignment between evaluation criteria, learning objectives, and/or analysis
- Evaluation criteria are missing.

### Unpacking Rubric Levels

#### Level 3

#### Evidence that demonstrates performance at Level 3:

- Data from the student work samples are used to support an accurate listing of what students did correctly and incorrectly.
- Both strengths and weaknesses of the whole class are supported by the summary and documented student data.
- The analysis addresses the psychomotor domain.

#### Below 3

#### Evidence that demonstrates performance below 3:

- The analysis is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (anecdotal data or observations made by the candidate).
- The analysis is contradicted by the work sample evidence.
- The analysis is based on an inconsistent alignment with evaluation criteria and/or standards/objectives.
- The analysis focuses on competencies in only one domain.

	<p><b>What distinguishes a Level 2 from a Level 3:</b> At Level 2:</p> <ol style="list-style-type: none"> <li>1. The analysis focuses on observational and anecdotal evidence without supporting student data.</li> </ol> <p><b>What distinguishes a Level 1 from a Level 2:</b> There are <b>two ways</b> that evidence is scored at Level 1:</p> <ol style="list-style-type: none"> <li>1. The analysis is superficial because it ignores important evidence from the work samples, focusing on trivial aspects.</li> <li>2. The conclusions in the analysis are not supported by the documented student data.</li> </ol> <p><b>Automatic Score of 1 is given when:</b></p> <ul style="list-style-type: none"> <li>• There is a significant lack of alignment between evaluation criteria, learning objectives, and/or analysis. Evaluation criteria must be relevant to the learning objectives, though they may also include attention to other desired features of the cognitive or affective domains (e.g., use of strategy in game play, communicating with teammates, keeping score).</li> <li>• A lack of alignment can be caused by a lack of relevant criteria to evaluate student performance on the learning objectives. Evaluation criteria should indicate differences in level of performance, e.g., a rubric, a checklist of desired attributes, points assigned to different parts of the assessment. Summative grades and general categories to record impressions from observations are not evaluation criteria.</li> </ul>
<p><b>Above 3</b></p>	<p><b>Evidence that demonstrates performance above Level 3:</b> The analysis:</p> <ul style="list-style-type: none"> <li>• Identifies patterns of learning (quantitative and qualitative) that summarize what students know, are able to do, and still need to learn.</li> <li>• Addresses the psychomotor domain and at least one other domain (cognitive, affective).</li> <li>• Describes patterns for the whole class, groups, or individuals with examples from documented student data.</li> <li>• Is supported with specific evidence from documented student data or summary data.</li> </ul> <p><b>What distinguishes a Level 4 from a Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"> <li>• the analysis describes patterns across the class in terms of what students know and are able to do and where they need to improve.</li> <li>• The analysis goes beyond a listing of students' successes and errors, to an explanation of student understanding in relation to their performance on the identified assessment based on student data. An exhaustive list of what students did right and wrong, or the % of students with correct or incorrect responses, should be scored at Level 3, as that does not constitute a pattern of student learning. A pattern of student learning goes beyond these quantitative differences to identify the critical elements or common errors that affect quality of performance (motor domain); understanding of content that may affect quality of performance (cognitive domain); demonstration of appropriate behaviors, values, beliefs (affective domain).</li> <li>• Specific examples from work samples or summary data are used to demonstrate the whole class patterns.</li> <li>• Addresses the psychomotor domain and at least one other domain (cognitive, affective).</li> </ul>

**What distinguishes a Level 5 from a Level 4:** At Level 5,

- the candidate uses specific evidence from documented student data for related work samples to demonstrate patterns of skill development and understandings. The analysis uses these qualitative patterns to interpret the range of similar correct or incorrect responses for individuals or groups (quantitative patterns), and to determine elements of what students learned and what would be most productive to work on. The qualitative patterns may include struggles, partial understandings, and attempts to demonstrate skills.

## ASSESSMENT RUBRIC 12: Providing Feedback to Guide Learning

### PE12: What type of feedback does the candidate provide to students?

The Guiding Question addresses the evidence of feedback provided to focus students. Feedback may be written on the three focus student work samples or provided in a video/audio format. The feedback should identify what students are doing well and what needs to improve in relation to the learning objectives.

#### Definitions of Selected Key Concepts of Rubric:

- *Significant content inaccuracies* – see Automatic 1 explanation

#### Primary Sources of Evidence:

Assessment Commentary **Prompts 1a, 2a-b**  
 Student work samples (video clips)  
 Evidence of written or oral feedback

#### DECISION RULES

- N/A

#### AUTOMATIC 1

- Feedback with significant content inaccuracies
- No evidence of feedback for one or more focus students.

### Unpacking Rubric Levels

#### Level 3

#### Evidence that demonstrates performance at Level 3:

- The feedback is specific enough to assist the focus students in understanding specific strengths OR needs for improvement related to the learning objectives. The candidate **MUST** provide students with qualitative feedback about their performance that is aligned with objectives. Points deducted, grades, or scores are not enough to meet Level 3, even if they generally distinguish errors from correct responses.

#### Below 3

#### Evidence that demonstrates performance below 3:

- Evidence of feedback is general, unrelated to the learning objectives, developmentally inappropriate, inaccurate, or missing for one or more students.

#### What distinguishes a Level 2 from a Level 3: At Level 2:

- feedback is related to the learning objectives, but is too vague to assist the focus students in understanding specific strengths or needs for improvement, e.g., when the candidate tells a student to “hit it harder” without explaining what to do to increase force production or when a candidate says “good job” immediately after a student movement.

#### What distinguishes a Level 1 from a Level 2: There are **two ways** that evidence is scored at Level 1:

- Feedback is not related to the learning objectives, e.g., when a candidate tells a student “good job” without reference to a specific movement.
- Feedback is above the cognitive level of understanding of the student.

#### Automatic Score of 1 is given when:

- Feedback includes significant content inaccuracies that will misdirect the student(s).
- There is no evidence of feedback for one or more focus students.

<b>Above 3</b>	<p><b>Evidence that demonstrates performance <u>above 3</u>:</b></p> <ul style="list-style-type: none"><li>• Feedback is specific, accurate, related to objectives, and addresses students' strengths AND needs.</li></ul> <p><b>What distinguishes a Level 4 from a Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"><li>• accurate, specific feedback addresses both strengths and needs.</li></ul> <p><b>What distinguishes a Level 5 from a Level 4:</b> At Level 5,</p> <ul style="list-style-type: none"><li>• the candidate meets Level 4 AND describes how s/he will help students identify the most important areas of strength and continued needs and/or use feedback to support their own learning.</li></ul>
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### ASSESSMENT RUBRIC 13: Student Use of Feedback

**PE13: How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?**

The Guiding Question addresses how the candidate explains how they expect students to use feedback in order to improve their learning.

**Definitions of Selected Key Concepts of Rubric:**

- None defined

**Primary Sources of Evidence:**

Evidence of Feedback (written, audio, video)  
 Assessment Commentary **Prompt 2c**

**DECISION RULES**

- N/A for this rubric

**AUTOMATIC 1**

- None

#### Unpacking Rubric Levels

**Level 3**

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

- Candidate provides specific feedback related to performance or understanding key concepts and describes how focus students can use the feedback to improve competencies related to the learning objectives (e.g., specific practice tasks or reference to a task card).

**Below 3**

**Evidence that demonstrates performance below 3:**

- Opportunities for applying feedback are superficially described or absent.
- Candidate provides feedback but does not determine if the feedback was applied to the next attempt.

**What distinguishes a Level 2 from a Level 3:** At Level 2,

- the description of how focus students will use feedback is very general or superficial. Details about how the students will apply the feedback are missing. **OR**
- Candidate provides feedback on clip(s) but does not observe or follow up to ensure that correction is made.

**What distinguishes a Level 1 from a Level 2:** At Level 1,

- opportunities for applying feedback are not described **OR**
- there is NO evidence of feedback for Rubric 12.

<p><b>Above 3</b></p>	<p><b>Evidence that demonstrates performance <u>above 3</u>:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>What distinguishes a Level 4 from a Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"> <li>• the candidate describes planned or implemented support for students to apply feedback on strengths and weaknesses to further develop competencies in the psychomotor, cognitive and/or affective domains in relation to the learning objectives. This can be corrections of misunderstandings or partial understandings or extensions of learning related to motor patterns, movement concepts, or health-related fitness.</li> </ul>
	<p><b>What distinguishes a Level 5 from a Level 4:</b> At Level 5,</p> <ul style="list-style-type: none"> <li>• the candidate meets Level 4 AND describes planned or implemented support for students to apply feedback in ways that will prepare or guide them during future learning opportunities in different settings.</li> </ul>

## ASSESSMENT RUBRIC 14: Analyzing Students' Language Use and Physical Education Learning

### PE14: How does the candidate analyze students' use of language to develop content understanding?

The Guiding Question addresses how the candidate explains the opportunities students had to use the academic language associated with the identified language function. These opportunities should support understanding of the central focus and develop physical education understanding.

#### Definitions of Selected Key Concepts of Rubric:

- **language demands** -- Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, speaking, and/or signaling to demonstrate their discipline-specific understanding. Some examples might be writing a fitness plan, calculating target heart rate, officiating a game, analyzing a movement pattern.
- **language functions** -- The content and language focus of the learning task represented by the action verbs within the learning outcomes. Common language functions in physical education include, but are not limited to, **interpreting** instructions in task cards; **describing** how to perform a particular movement; **explaining** the how and why of a movement, tactic, or strategy; **signaling** verbally and nonverbally to classmates about tactics during a game; **critiquing** a peer performance; **listing** personal health-enhancing fitness goals; **describing** the purpose of opposition; and **contrasting** player to player versus zone defense.
- **vocabulary** -- Words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., set, plane); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline (e.g., locomotor).
- **discourse** -- Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated. In physical education, language structures include symbolic representations such as officiating signals (which can be translated into words), graphic representations such as X's and O's (which is shorthand language depicting game play strategies), pictures (which represent movement forms), and orienteering maps or diagrams which provide visual directions. If the language function analyzes movement, then appropriate language structures would be a list of critical elements which describe the essential movements of the skill.
- **syntax** -- The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).

#### Primary Sources of Evidence:

Student work samples and/or video evidence

Assessment Commentary **Prompt 3**

#### DECISION RULES

- N/A for this rubric

#### AUTOMATIC 1

- Overlooking students' significant repeated misuse of vocabulary.
- Description or explanation of language use is not consistent with the evidence submitted.

#### Unpacking Rubric Levels

<b>Level 3</b>	<p><b>Evidence that demonstrates performance at Level 3:</b></p> <ul style="list-style-type: none"> <li>• 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 or discourse) associated with the language function. 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 students used the vocabulary as they played the game.” The candidate must explain how the students used the identified language. Example: Students are heard in the video using the vocabulary or language function to communicate to each other about a game play strategy or to assess a peer performance. Written student work samples demonstrate student use of the vocabulary or language function, such as listing critical elements of a skill or providing written feedback when assessing a peer performance.”</li> <li>• If the evidence consists of students demonstrating the critical elements of a skill upon request (e.g., step in opposition), it should be clear that a student is not simply watching the candidate or a peer and imitating that performance.</li> </ul>
<b>Below 3</b>	<p><b>Evidence that demonstrates performance below 3:</b></p> <ul style="list-style-type: none"> <li>• The candidate’s identification of student’s language use is inappropriate or limited to vocabulary.</li> <li>• Students’ repeated misuse of vocabulary goes unaddressed by the candidate.</li> </ul> <p><b>What distinguishes a Level 2 from a Level 3:</b> At Level 2,</p> <ul style="list-style-type: none"> <li>• the candidate’s description of students’ language use is limited to vocabulary that is associated with the language function. This can include a failure to use targeted vocabulary, attempts to use it, or actual use. The candidate does not explain how students’ use of the vocabulary is related to learning or the language function.</li> </ul> <p><b>What distinguishes a Level 1 from a Level 2:</b> At Level 1,</p> <ul style="list-style-type: none"> <li>• the candidate identifies language use that is unrelated or not clearly related to the identified language demands (function, vocabulary, and additional demands).</li> </ul> <p><b>Automatic Score of 1 is given when:</b></p> <ul style="list-style-type: none"> <li>• Candidate does not address students’ significant repeated misuse of vocabulary.</li> <li>• Candidate’s description or explanation of language use is not consistent with the evidence provided.</li> </ul>

<p><b>Above 3</b></p>	<p><b>Evidence that demonstrates performance <u>above 3</u>:</b></p> <ul style="list-style-type: none"> <li>• Candidate identifies and explains specific evidence of more sophisticated student use of the language function and associated language demands.</li> <li>• Students use the language in ways that demonstrate the development of their content understandings.</li> <li>• Candidate explains and provides evidence of language use and content learning for students with distinct language needs.</li> </ul> <p><b>What distinguishes a Level 4 from a Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"> <li>• the candidate identifies and explains evidence that students are able to use the language function AND associated language demands (vocabulary plus syntax and/or discourse). The explanation uses specific evidence from the video or work sample. The discussion of student language use demonstrates how this use develops content understandings.</li> </ul>
	<p><b>What distinguishes a Level 5 from a Level 4:</b> At Level 5,</p> <ul style="list-style-type: none"> <li>• the candidate meets Level 4 AND explains and provides evidence that students with distinct language needs are using the language for content learning.</li> </ul>

## ASSESSMENT RUBRIC 15: Using Assessment to Inform Instruction

**PE15: How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?**

The Guiding Question addresses how the candidate uses conclusions from the analysis of student work and research or theory to propose the next steps of instruction. Next steps should be related to the standards/objectives assessed and based on the assessment that was analyzed. They also should address the whole class, groups with similar needs, and/or individual students.

**Definitions of Selected Key Concepts of Rubric:**

N/A

**Primary Sources of Evidence:**

Assessment Commentary **Prompts 1 and 4**  
 Student work samples  
 Evidence of oral or written feedback

**DECISION RULES**

- Criterion 1 (**primary**): Next steps for instruction
- Criterion 2: Connections to research/theory
- Place greater weight or consideration on criterion 1 (next steps for instruction).

**AUTOMATIC 1**

- None

**Unpacking Rubric**

**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. Data is used to support next steps for the whole class.
- The support addresses learning related to the standards and learning objectives that were assessed in the psychomotor, cognitive, and/or affective domains.
- 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.

<p><b>Below 3</b></p>	<p><b>Evidence that demonstrates performance <u>below 3</u>:</b></p> <ul style="list-style-type: none"> <li>• The next steps are not directly focused on student learning needs that were based on the analysis of the assessment using the data.</li> <li>• Candidate does not explain how next steps are related to student learning.</li> </ul> <p><b>What distinguishes Level 2 from Level 3:</b> At Level 2,</p> <ul style="list-style-type: none"> <li>• the next steps are related to the analysis of student learning and the standards and learning objectives assessed.</li> <li>• The next steps address improvements in teaching practice that are loosely related to the competencies targeted in the psychomotor, cognitive, or affective domains. 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 development of student competencies identified by the data analysis.</li> </ul> <p><b>What distinguishes Level 1 from Level 2:</b> There are three ways that evidence is scored at Level 1:</p> <ol style="list-style-type: none"> <li>1. Next steps <b>do not follow from</b> the analysis.</li> <li>2. Next steps are <b>unrelated to the standards and learning objectives</b> assessed.</li> <li>3. Next steps are <b>not described in sufficient detail</b> to understand them, e.g., “more practice” or “go over the test.”</li> </ol>
<p><b>Above 3</b></p>	<p><b>Evidence that demonstrates performance <u>above 3</u>:</b> -</p> <ul style="list-style-type: none"> <li>• Next steps are directly focused on specific student learning needs related to competencies targeted in the psychomotor, cognitive, and/or affective domains, and are supported by research and/or theory.</li> </ul> <p><b>What distinguishes Level 4 from Level 3:</b> At Level 4,</p> <ul style="list-style-type: none"> <li>• 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: movement patterns, performance concepts, or health-enhancing fitness.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>What distinguishes Level 5 from Level 4:</b> At Level 5,</p> <ul style="list-style-type: none"> <li>• the next steps are clearly aimed at supporting specific student needs for <u>both</u> individuals and groups with similar needs related to one or more of the three areas: movement patterns, performance concepts, or health-enhancing fitness.</li> <li>• The candidate explains how research principles support the proposed changes, with clear connections between the principles and the next steps. The explanations are explicit, well-articulated, and demonstrate a thorough understanding of the research or theoretical principles involved.</li> </ul>