



## Physical Education

# Assessment Handbook

September 2015

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 (ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA, SHAPE America), and content validation reviewers. All contributions are recognized and appreciated.

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

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# Introduction to edTPA Physical Education

## Purpose

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The purpose of edTPA Physical Education, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach physical education. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

## Overview of the Assessment

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The edTPA Physical Education assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

For this assessment, you will first plan **3–5 consecutive physical education lessons** referred to as a **learning segment**. You will select one class—that is, one group of students—for the learning segment. The learning segment's length will depend on how frequently and for how long you teach each class of students:

- If teaching the same students every day, 3–5 lessons
- If teaching the same students once a week, 3–4 lessons
- If teaching the same students in a block schedule, approximately 3–5 hours of connected instruction

Consistent with the SHAPE America – Society of Health and Physical Educators Standards,<sup>1</sup> a learning segment prepared for this assessment should reflect a balanced approach to teaching physical education. This means your segment should include **learning tasks** that provide opportunities for students to develop competencies in the **psychomotor domain** and at least one other learning domain (**cognitive and/or affective**). The competencies should be related to **movement patterns, performance concepts, and/or health-enhancing physical fitness**.

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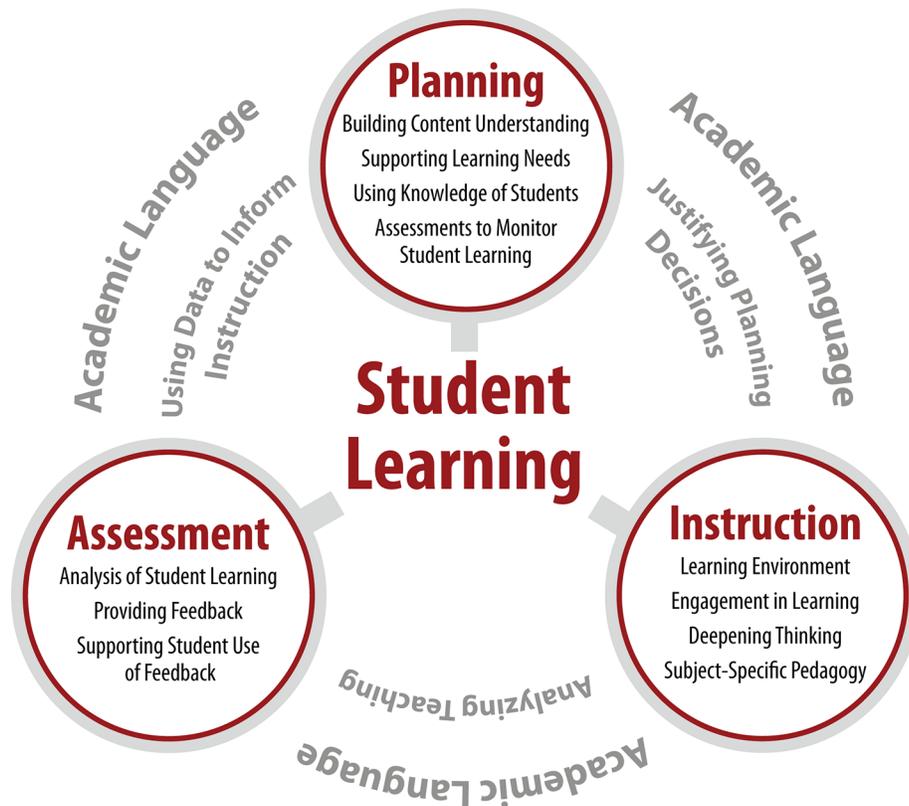
<sup>1</sup> SHAPE America – Society of Health and Physical Educators. (2014). *National Standards and Grade-Level Outcomes for K–12 Physical Education*. Champaign, IL: Human Kinetics.

If you are completing the edTPA Physical Education for a Health and Fitness credential or another credential addressing both physical education and other issues related to health, be aware that this handbook focuses on development of psychomotor skills; if you wish to plan a learning segment that focuses on other health issues, you should develop the learning segment according to the Health Education handbook and submit using the Health Education templates.

After planning your learning segment, you will then teach it, making a videorecording of your interactions with students during instruction. You will also assess students' learning **throughout** the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your videorecording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

### The edTPA Tasks and the Cycle of Effective Teaching

The three edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on student learning). Planning Task 1 documents your **intended** teaching, Instruction Task 2 documents your **enacted** teaching, and Assessment Task 3 documents the **impact** of your teaching on student learning.



The three tasks and the evidence you provide for each are framed by your understanding of your students and their learning. As you develop and document your evidence materials,

and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment with a focus on your students' learning needs.

## Evidence of Teaching Practice: Artifacts and Commentaries

An essential part of edTPA is the evidence you will submit of how you planned, taught, and assessed your lessons to deepen student learning in physical education. This evidence includes both artifacts and commentaries:

- **Artifacts** represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples.
- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice and your students' learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the [Physical Education Evidence Chart](#) for information about how your evidence should be formatted for electronic submission.

## Evaluation Criteria

The evidence (i.e., artifacts and commentaries) you submit will be judged on five components of teaching practice:

1. Planning
2. Instruction
3. Assessment
4. Analyzing Teaching
5. Academic Language

You will provide evidence for the Planning, Instruction, and Assessment components within the corresponding tasks. You will provide evidence for the Analyzing Teaching component across all three tasks. You will provide evidence for the Academic Language component in Planning Task 1, as well as in Instruction Task 2 **AND/OR** Assessment Task 3.

The rubrics used to score your performance on edTPA are included in this handbook, following the sections describing the directions for each task. The descriptors in the five-level rubrics address a wide range of performances, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

## Structure of the Handbook

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The following pages provide specific instructions on how to complete each of the three tasks of the edTPA Physical Education assessment. After an overview of the tasks, the handbook provides instructions for each task, organized into four sections:

**1. What Do I Need to Think About?**

This section provides focus questions for you to think about when completing the task.

**2. What Do I Need to Do?**

This section provides specific, detailed directions for completing the task.

**3. What Do I Need to Write?**

This section tells you what you need to write and also provides specific and detailed directions for writing the commentary for the task.

**4. How Will the Evidence of My Teaching Practice Be Assessed?**

This section includes the rubrics that will be used to assess the evidence you provide for the task.

Additional requirements and resources are provided for you in this handbook:

- **[Professional Responsibilities](#)**: guidelines for the development of your evidence
- **[Physical Education Context for Learning Information](#)**: prompts used to collect information about your school/classroom context
- **[Physical Education Evidence Chart](#)**: specifications for electronic submission of evidence (artifacts and commentaries), including templates, supported file types, number of files, response length, and other important evidence specifications
- **Glossary**: definitions of key terms can be accessed by rolling your cursor over each glossary term marked with a dotted underline throughout the handbook or by referring to the **[Physical Education Glossary](#)**.

You should review the **[Making Good Choices](#)** document prior to beginning the planning of the learning segment. If you are in a preparation program, it will have additional resources that provide guidance as you develop your evidence.

Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks. **Before you record your videos, pay particular attention to the specific content focus of each video clip submission; these foci are described in the What Do I Need to Do? sections in [Instruction Task 2](#) and [Assessment Task 3](#).** Refer to the *Professional Responsibilities* section of this handbook for important information about permissions, confidentiality, and other requirements.

If your program requires you to submit artifacts and commentaries for official scoring, refer to [www.edTPA.com](http://www.edTPA.com) for complete and current information before beginning your work and to download templates for submitting materials. The website contains information about the registration process, submission deadlines, submission requirements, withdrawal/refund policies, and score reporting. It also provides contact information should you have questions about your registration and participation in edTPA.

Whether submitting directly to [www.edTPA.com](http://www.edTPA.com) or via your program's electronic portfolio management system, follow the submission guidelines as documented in the Evidence Chart and review *edTPA Submission Requirements* to ensure that your materials conform to the required evidence specifications and requirements for scoring.

## edTPA Physical Education Tasks Overview

| Planning Task 1: Planning for Instruction and Assessment   |  |   |
|--|--|---|
| What to Do   | What to Submit   | Evaluation Rubrics  |
| <ul style="list-style-type: none"> <li>▶ Select <b>one</b> class as a focus for this assessment.</li> <li>▶ Provide relevant context information.</li> <li>▶ Identify a learning segment to plan, teach, and analyze student learning. The length of the learning segment depends on how frequently you teach the same students. If daily, then your learning segment should include <b>3–5 consecutive lessons</b>. If weekly, the learning segment should include <b>3–4 consecutive lessons</b>. If in a block schedule, your learning segment should include <b>3–5 hours of connected instruction</b>.</li> <li>▶ Determine a central focus for your learning segment. The central focus should support students to develop competencies and knowledge in the psychomotor domain and at least one other learning domain (cognitive and/or affective). The competencies should be related to movement patterns, performance concepts, and/or health-enhancing physical fitness.</li> <li>▶ Write and submit a lesson plan for each lesson in the learning segment.</li> <li>▶ Select and submit key instructional materials needed to understand what you and the students will be doing.</li> <li>▶ Choose <b>one</b> language function and other language demands important to understanding physical education in your learning segment. Identify a learning task where students are supported to use this language.</li> <li>▶ Respond to commentary prompts <b>prior to teaching the learning segment</b>.</li> </ul> | <ul style="list-style-type: none"> <li>▣ Part A: Context for Learning Information</li> <li>▣ Part B: Lesson Plans for Learning Segment</li> <li>▣ Part C: Instructional Materials</li> <li>▣ Part D: Assessments</li> <li>▣ Part E: Planning Commentary</li> </ul> | <p><b>Planning Rubrics</b></p> <p><a href="#">Rubric 1: Planning for Developing Competencies in Physical Education</a></p> <p><a href="#">Rubric 2: Planning to Support Varied Student Learning Needs</a></p> <p><a href="#">Rubric 3: Using Knowledge of Students to Inform Teaching and Learning</a></p> <p><a href="#">Rubric 4: Identifying and Supporting Language Demands</a></p> <p><a href="#">Rubric 5: Planning Assessments to Monitor and Support Student Learning</a></p> |

## Planning Task 1: Planning for Instruction and Assessment

| What to Do   | What to Submit | Evaluation Rubrics |
|--|----------------|--------------------|
| <ul style="list-style-type: none"> <li>▶ Submit copies of all planned assessments (psychomotor, cognitive, and/or affective) from the learning segment for which you are collecting evidence. For a performance assessment, submit a copy of the directions and evaluation criteria (e.g., rubric, point system, rating scale).</li> </ul> |                |                    |

## Instruction Task 2: Instructing and Engaging Students in Learning

| What to Do   | What to Submit  | Evaluation Rubrics   |
|--|---|--|
| <ul style="list-style-type: none"> <li>▶ Obtain required permissions for videorecording from parents/guardians of your students and other adults appearing in the video.</li> <li>▶ Identify lessons from the learning segment you planned in Planning Task 1 to be videorecorded. You should choose lessons that show               <ul style="list-style-type: none"> <li>■ you interacting with students to develop competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective), and</li> <li>■ you and the students using rules, routines, and/or transitions to maximize engagement in the lesson related to learning objectives.</li> </ul> </li> <li>▶ Select <b>3 focus students</b> that represent the range of psychomotor competencies within the class. At least one student must be a low-achieving student with respect to psychomotor skills. California candidates must include one focus student who is an English language learner.<sup>2</sup> During the videorecording be sure to capture footage of these focus students.</li> <li>▶ Videorecord your teaching and <b>select 1 or 2 video clips (totaling no more than 20 minutes)</b> showing support for student development of competencies, and showing use of rules, routines, and/or transitions.</li> <li>▶ Analyze your teaching and your students' learning in the video clip(s) by responding to commentary prompts.</li> </ul> | <ul style="list-style-type: none"> <li>▣ Part A: Video Clips</li> <li>▣ Part B: Instruction Commentary</li> </ul> | <p><b>Instruction Rubrics</b></p> <p><a href="#">Rubric 6: Learning Environment</a></p> <p><a href="#">Rubric 7: Engaging Students in Learning</a></p> <p><a href="#">Rubric 8: Strengthening Student Competencies</a></p> <p><a href="#">Rubric 9: Subject-Specific Pedagogy</a></p> <p><a href="#">Rubric 10: Analyzing Teaching Effectiveness</a></p> |

<sup>2</sup> California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

### Assessment Task 3: Assessing Student Learning

| What to Do  | What to Submit   | Evaluation Rubrics   |
|---|--|--|
| <ul style="list-style-type: none"> <li>▶ Identify 2–3 assessments from the learning segment that you will use to evaluate your students' competencies in the psychomotor domain and related knowledge, skills, or dispositions in at least one other learning domain (cognitive and/or affective). The assessments analyzed will be the same for all 3 focus students.</li> <li>▶ If your class consists of more than 30 students, select a sample of 25 students representing the range of psychomotor abilities in your class. This sample should include your 3 focus students. For 30 or fewer students, you will analyze student performance across your whole class.</li> <li>▶ Define and submit the evaluation criteria (e.g., rubric, point system for credit, rating scale) you will use to analyze student learning in each assessment submitted.</li> <li>▶ Analyze evidence from the selected assessments to identify <b>quantitative and qualitative</b> patterns of learning within and across learners in the class or sample.</li> <li>▶ Select work samples <b>for the 3 focus students</b>. The work samples will include 1) a file of video clips from a psychomotor activity; 2) written evidence of how you rated each focus student on the evaluation criteria for the psychomotor activity; and 3) up to two additional work samples of related knowledge and skills in the cognitive and/or affective domains.</li> <li>▶ Summarize the learning of the whole class or sample based on direct evidence related to the evaluation criteria. Refer to work samples from the 3 focus students to illustrate patterns in student understanding across the class.</li> <li>▶ Submit feedback for the work samples for the 3 focus students in written, audio, or video form.</li> </ul> | <ul style="list-style-type: none"> <li>▣ Part A: Student Work Samples</li> <li>▣ Part B: Evidence of Feedback</li> <li>▣ Part C: Assessment Commentary</li> <li>▣ Part D: Evaluation Criteria</li> </ul> | <p><b>Assessment Rubrics</b></p> <p><a href="#">Rubric 11: Analysis of Student Learning</a></p> <p><a href="#">Rubric 12: Providing Feedback to Guide Learning</a></p> <p><a href="#">Rubric 13: Student Use of Feedback</a></p> <p><a href="#">Rubric 14: Analyzing Students' Language Use and Physical Education Learning</a></p> <p><a href="#">Rubric 15: Using Assessment to Inform Instruction</a></p> |

### Assessment Task 3: Assessing Student Learning

| What to Do   | What to Submit | Evaluation Rubrics |
|--|----------------|--------------------|
| <ul style="list-style-type: none"> <li>▶ Analyze evidence of students' language use from (1) the video clip(s) from Instruction Task 2, (2) an additional video clip of one or more students using language within the learning segment, <b>AND/OR</b> (3) the student work samples analyzed in Assessment Task 3.</li> <li>▶ Analyze evidence of student learning and plan for next steps by responding to commentary prompts.</li> </ul> |                |                    |

# Planning Task 1: Planning for Instruction and Assessment

## What Do I Need to Think About?

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In Planning Task 1, you will describe your plans for the learning segment and explain how your instruction is appropriate for the students and the content you are teaching. As you develop your plans, you need to think about the following:

- What do your students know, what can they do, and what are they learning to do?
- What do you want your students to learn? What are the important understandings and core concepts you want students to develop within the learning segment?
- How will you use your knowledge of your students' assets to inform your plans?
- What instructional strategies, learning tasks, and assessments will you design to support student learning and language use?
- How will your learning segment support students to develop and use language that deepens content understanding?
- How is the teaching you propose supported by research and theory about how students learn?

## What Do I Need to Do?

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- **Select a class.** If you teach more than one class, select one focus class for this assessment.
- **Provide context information.** The [Physical Education Context for Learning Information](#) form is provided later in this handbook and must be submitted in a template. This form provides essential information about your students and your school/classroom. The context information you submit should be **no more than 4 pages, including the prompts**.
- **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of the following length:
  - If teaching the same students every day, **3–5 consecutive lessons**
  - If teaching the same students once a week, **3–4 consecutive lessons**
  - If teaching the same students in a block schedule, approximately **3–5 hours of connected instruction**
- **Identify a central focus.** Identify the central focus along with the content standards and objectives you will address in the learning segment. The central focus should support students in developing competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective) related to
  - movement patterns,

- performance concepts, and/or
- health-enhancing physical fitness.
- **Identify and plan to support language demands.** Select a key language function related to your learning objectives. Choose a learning task that provides opportunities for students to practice using that language function. Identify additional language demands associated with that task. Plan targeted supports that address the identified language demands, including the language function. Note: Academic language is not a by-product of participating in a lesson but must be included in the planning and implementing of an effective lesson in physical education.
- **Write a lesson plan** for each lesson in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.
- Your lesson plans must include the following information, even if your teacher preparation program requires you to use a specific lesson plan format:
  - State-adopted physical education content standards and/or SHAPE America – Society of Health and Physical Educator Standards that are the target of student learning. (Note: Please include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
  - Learning objectives associated with the content standards in the psychomotor and at least one other learning domain (cognitive and/or affective)
  - Assessments used to monitor student learning, including type(s) of assessment and what is being assessed
  - Instructional strategies (direct instruction, guided discovery, problem solving, tactical approach) and learning tasks (including what you and the students will be doing) that support diverse student needs (planned support)
  - Instructional materials, resources, and equipment used to engage students in learning tasks
- **Each lesson plan must be no more than 4 pages in length.** You will need to condense or excerpt lesson plans longer than 4 pages. Any explanations or rationale for decisions should be included in your Planning Commentary and deleted from your plans.
- **Respond to the commentary prompts** listed in the Planning Commentary section **prior to teaching the learning segment.**
- **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in the Instruction Task 2 and Assessment Task 3 Commentaries.
- **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.
- **Submit copies of all assessments and/or directions for any oral or performance assessments** (psychomotor, cognitive, and/or affective). (Submit only the blank assessments given to students; do not submit student work samples for this task.) For a

performance assessment, also submit a copy of the evaluation criteria (e.g., rubric, rating scale).

- **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary.

See the [Planning Task 1: Artifacts and Commentary Specifications](#) in the Physical Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

## What Do I Need to Write?

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In Planning Task 1, you will write

- a description of your context for learning (see “What Do I Need to Do?” above for directions)
- lesson plans (see “What Do I Need to Do?” above for directions)
- a commentary explaining your plans (see “Planning Commentary” below for directions)

### Planning Commentary

In Planning Task 1, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 9 single-spaced pages, including the prompts**.

#### 1. Central Focus

- a. Describe the central focus and purpose of the content you will teach in the learning segment.
- b. Given the central focus, describe how the standards and learning objectives within your learning segment address the development of student competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective) related to
  - movement patterns,
  - performance concepts, and/or
  - health-enhancing physical fitness.
- c. Explain how your plans build on each other and include tasks that develop the student competencies described above while making connections between the psychomotor domain and at least one other learning domain (cognitive and/or affective).
- d. Explain how you will structure the learning environment to be **both emotionally and physically safe**.

## 2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about **your** students **with respect to the central focus** of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

- a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**
- b. Personal, cultural, and community assets related to the central focus—**What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?**

## 3. Supporting Students' Physical Education Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task

**1. In addition, use principles from research and/or theory to support your justifications.**

- a. Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials/equipment. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, and research/theory.
- b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs.**
- c. Describe common student errors or misunderstandings within your central focus and how you will address them.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

## 4. Supporting Physical Education Development Through Language

As you respond to prompts 4a–d, consider the range of students' language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

- a. **Language Function.** Using information about your students' language assets and needs, identify **one** language function essential for student learning within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate to your learning segment.

|         |         |          |          |        |           |
|---------|---------|----------|----------|--------|-----------|
| Analyze | Compare | Evaluate | Sequence | Signal | Summarize |
|---------|---------|----------|----------|--------|-----------|

- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)
- c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use to successfully participate in the learning task:
  - **Vocabulary**
  - **Plus** at least one of the following:
    - **Syntax**
    - **Discourse**
- d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt below.
  - Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary, syntax, or discourse).

## 5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

- a. Describe how the assessments **throughout** the learning segment will provide direct **evidence** of students' development of competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective).
- b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

## How Will the Evidence of My Teaching Practice Be Assessed?

For Planning Task 1, your evidence will be assessed using rubrics 1–5, which appear in the following pages. When preparing your **artifacts** and commentaries, refer to the **rubrics** frequently to guide your thinking, planning, and writing.

## Planning Rubrics

### Rubric 1: Planning for Developing Competencies in Physical Education

How do the candidate's plans provide for a safe environment, build on each other, and develop students' competencies in the psychomotor domain and at least one other learning domain (cognitive, affective)?

| Level 1 <sup>3</sup>   | Level 2   | Level 3  | Level 4   | Level 5   |
|--|---|--|---|---|
| <p>Candidate's plans for instruction focus <b>solely on one domain</b> with no connections to any other domain.</p> <p><b>OR</b></p> <p>There are <b>significant content inaccuracies</b> that will lead to student misunderstandings.</p> <p><b>OR</b></p> <p>Standards, objectives, and learning tasks <b>are not aligned</b> with each other <b>or are missing</b>.</p> <p><b>OR</b></p> <p><b>Candidate does not include plans to provide a safe learning environment.</b></p> | <p>Candidate's plans for instruction include learning tasks that provide <b>limited support for development of psychomotor competencies</b> with <b>vague connections</b> to the cognitive or affective domain.</p> | <p>Candidate's plans for instruction <b>build on each other</b> and include learning tasks that support development of psychomotor competencies with <b>clear connections</b> to the cognitive <b>OR</b> affective domain.</p> | <p>Candidate's plans for instruction build on each other and include learning tasks that support development of psychomotor competencies with <b>clear and consistent connections</b> to the cognitive <b>OR</b> affective domains.</p> | <p>Candidate's plans for instruction build on each other and include learning tasks that <b>maximize opportunities to respond</b> to develop psychomotor competencies, with clear and consistent connections to the cognitive <b>AND</b> affective domains.</p> |

<sup>3</sup> Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

## Planning Rubrics continued

### Rubric 2: Planning to Support Varied Student Learning Needs

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/or affective domains?

| Level 1   | Level 2  | Level 3   | Level 4  | Level 5  |
|---|--|---|--|--|
| <p>There is <b>no evidence of planned supports</b>.<sup>4</sup></p> <p><b>OR</b></p> <p>Candidate does not attend to <b>ANY INSTRUCTIONAL requirements in IEPs and 504 plans.</b></p> | <p>Planned supports are <b>loosely tied to learning objectives or the central focus</b> of the learning segment.</p> | <p>Planned supports are <b>tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.</b></p> | <p>Planned supports are tied to learning objectives and the central focus and <b>address the needs of specific individuals OR groups with similar needs.</b></p> | <p><b>Level 4 plus:</b></p> <p><b>Planned supports include specific strategies to identify and respond to common student errors and misunderstandings.</b></p> |

<sup>4</sup> Planned supports are instructional strategies, approaches, and/or learning tasks that the candidate uses to develop competencies in the psychomotor, cognitive, and/or affective domains. Support includes such things as demonstrations, explanations, instructional cues, prompts, and multiple ways to engage with the content or activity, for example, choices in equipment, space, and level of practice tasks.

## Planning Rubrics continued

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

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

| Level 1   | Level 2   | Level 3  | Level 4   | Level 5  |
|---|---|--|---|--|
| <p>Candidate's justification of learning tasks is either <b>missing OR represents a deficit view</b> of students and their backgrounds.</p> | <p>Candidate justifies learning tasks with <b>limited attention to students'</b></p> <ul style="list-style-type: none"> <li>• <b>prior academic learning OR</b></li> <li>• <b>personal, cultural, or community assets.</b></li> </ul> | <p>Candidate <b>justifies</b> why learning tasks (or their adaptations) <b>are appropriate using examples of students'</b></p> <ul style="list-style-type: none"> <li>• <b>prior academic learning OR</b></li> <li>• <b>personal, cultural, or community assets.</b></li> </ul> <p>Candidate makes <b>superficial connections to research and/or theory.</b></p> | <p>Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students'</p> <ul style="list-style-type: none"> <li>• <b>prior academic learning AND</b></li> <li>• <b>personal, cultural, or community assets.</b></li> </ul> <p>Candidate makes <b>connections to research and/or theory.</b></p> | <p><b>Level 4 plus:</b><br/>Candidate's justification is supported by <b>principles from research and/or theory.</b></p> |

## Planning Rubrics continued

### Rubric 4: Identifying and Supporting Language Demands

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

| Level 1  | Level 2  | Level 3  | Level 4  | Level 5  |
|--|--|--|--|--|
| <p>Language demands<sup>5</sup> identified by the candidate are <b>not consistent with the selected language function<sup>6</sup></b> <b>OR</b></p> <p><b>OR</b></p> <p>Language supports are <b>missing or are not aligned</b> with the language demand(s) for the learning task.</p> | <p>Language supports primarily <b>address one language demand</b> (vocabulary, function, syntax, discourse).</p> | <p><b>General language supports address use of two or more language demands</b> (vocabulary, function, syntax, discourse).</p> | <p><b>Targeted language supports address use of</b></p> <ul style="list-style-type: none"> <li>• vocabulary,</li> <li>• <b>language function, AND</b></li> <li>• one or more additional language demands (syntax, discourse).</li> </ul> | <p><b>Level 4 plus:</b></p> <p>Language supports are <b>designed to meet the needs of students with different levels of language learning.</b></p> |

<sup>5</sup> Language demands include: language function, vocabulary, syntax, and discourse (organizational structures, text structure, etc.).

<sup>6</sup> Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., analyze, summarize).

## Planning Rubrics continued

### Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the assessments selected or designed to provide evidence of student progress in developing competencies in the psychomotor domain and at least one other learning domain (cognitive, affective)?

| Level 1   | Level 2  | Level 3   | Level 4  | Level 5  |
|---|--|---|--|--|
| <p>The assessments do <b>not provide evidence</b> for students' competencies <b>related to the psychomotor domain</b>.</p> <p><b>OR</b></p> <p>Candidate does not attend to <b>ANY ASSESSMENT requirements</b> in IEPs and 504 plans.</p> | <p>The assessments provide <b>limited evidence to monitor students'</b> competencies in the psychomotor domain <b>during the learning segment</b>.</p> | <p>The assessments <b>provide evidence</b> to monitor students' competencies in</p> <ul style="list-style-type: none"> <li>• the psychomotor domain</li> <li><b>AND</b></li> <li>• the cognitive or affective domain</li> </ul> <p>during the learning segment.</p> | <p>The assessments include <b>multiple forms of evidence</b> to monitor students' competencies in</p> <ul style="list-style-type: none"> <li>• the psychomotor domain</li> <li><b>AND</b></li> <li>• the cognitive or affective domain</li> </ul> <p><b>throughout</b> the learning segment.</p> | <p><b>Level 4 plus:</b></p> <p>The assessments are <b>strategically designed to allow individuals or groups with specific needs to demonstrate their learning</b>.</p> |

# Instruction Task 2: Instructing and Engaging Students in Learning

## What Do I Need to Think About?

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In Instruction Task 2, you will demonstrate how you support and engage students in learning. Before you begin your instruction, you need to think about the following:

- What kind of learning environment do you want to develop in order to establish a safe, respectful, and organized learning environment that supports students' engagement in learning?
- What kinds of learning tasks actively engage students in the central focus of the learning segment?
- How will you implement learning tasks while providing feedback in ways that develop and deepen competencies in the psychomotor, cognitive, and/or affective domains?
- How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of student learning needs?

## What Do I Need to Do?

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- ❑ **Obtain required permissions for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear on the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
- ❑ **Examine your lesson plans for the learning segment** and identify challenging learning tasks in which students are actively engaged. The video clip(s) you select for submission should provide a sample of how you interact with students in a positive learning environment to support their development of competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective) through instruction for the planned learning tasks.
- ❑ **Identify lessons to videorecord.**
- ❑ **Provide 1–2 video clips (totaling no more than 20 minutes in length)** that demonstrate how you engage students in developing their competencies in the psychomotor domain and at least one other learning domain (cognitive, affective) through planned learning tasks. The video clip(s) should
  - include both your instruction and the students engaging in the learning task
  - include active monitoring of student learning during the learning task
  - show how you use rules, routines, and/or transitions to maximize engagement in the lesson
- ❑ **Select 3 focus students** that represent the range of psychomotor competencies within the class. At least one of the students must be a low-achieving student with

respect to psychomotor skills. Note: California candidates must also include one focus student who is an English Language Learner.<sup>7</sup>

- ▣ **(Optional) Provide evidence of students' language use.** You may provide evidence of language use with your video clip(s) from Instruction Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), through the student work samples analyzed in Assessment Task 3, **AND/OR** through other written evidence of academic language use from the learning segment.
- ▣ **Videorecord your classroom teaching**, making sure to capture footage of the 3 focus students. Video clip(s) of the 3 focus students in the context of regular instruction within the whole class will be used in Assessment Task 3. Tips for videorecording your class are available from your teacher preparation program.
- ▣ **Select video clip(s) to submit** and verify that the clip(s) meet the following requirements:

  - Check the video and sound quality to ensure that you and your students can be **seen** and **heard** on the video clip(s) you submit. Because of the poor acoustics in gymnasiums and outdoor settings, wear a microphone, if available, so that your voice can be clearly heard on the clip(s). If most of the audio in a clip cannot be understood by a scorer, **submit another clip**. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
  - A video clip must be continuous and unedited, with no interruption in the events.
  - If you have inadvertently included individuals for whom you do not have permission to film in the video clip(s) you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clip(s), including the classroom, your face, and the faces of individuals for whom you have obtained permission to film, should remain unblurred.
  - Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.
- ▣ **Respond to the prompts** listed in the Instruction Commentary section below **after viewing the video clip(s)**.
- ▣ **Determine if additional information is needed to understand what you and the students are doing in the video clip(s)**. For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, you may insert digital copies or transcriptions at the end of the Instruction Commentary (**no more than 2 pages in addition to the responses to commentary prompts**).

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<sup>7</sup> California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

See the [Instruction Task 2: Artifacts and Commentary Specifications](#) in the Physical Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

## What Do I Need to Write?

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### Instruction Commentary

In Instruction Task 2, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 6 single-spaced pages, including the prompts**. If needed, insert no more than **2 additional pages** of supporting documentation for the videorecordings at the end of the commentary (e.g., digital copies of indiscernible materials or transcriptions of inaudible comments). These additional pages do not count toward the commentary page limit noted above.

1. Which lesson or lessons are shown in the video clip(s)? Identify the lesson(s) by lesson plan number.

2. **Promoting a Positive Learning Environment**

Refer to scenes in the video clip(s) where you provided a safe, respectful, and organized learning environment.

- a. Describe how you provided a positive, low-risk emotionally and physically safe environment.
- b. Explain how rules, routines, and transitions maximized students' engagement in the lesson.

3. **Engaging Students in Learning**

Refer to examples from the video clip(s) in your response to the prompt.

- a. Explain how you actively engaged students in learning tasks aligned with the objectives of the lesson in the psychomotor domain and at least one other learning domain (cognitive, affective).

4. **Strengthening Student Competencies**

Refer to examples from the video clip(s) in your explanations.

- a. Explain how you actively monitored students' actions during the learning task(s) and asked questions or provided corrective feedback to improve student competencies.
- b. Explain how you used instructional cues/prompts, explorations/demonstrations, and/or student analysis of their own and/or others' psychomotor skills to develop student competencies in the psychomotor and at least one other learning domain (cognitive, affective).

## 5. Analyzing Teaching

Refer to examples from the video clip(s) in your responses to the prompts.

- a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

- b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning **AND** principles from theory and/or research.

## How Will the Evidence of My Teaching Practice Be Assessed?

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For Instruction Task 2, your evidence will be assessed using rubrics 6–10, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, instruction, and writing.

## Instruction Rubrics

### Rubric 6: Learning Environment

How does the candidate promote a safe, respectful, and organized learning environment that supports students?

| Level 1  | Level 2  | Level 3   | Level 4  | Level 5  |
|--|--|---|--|--|
| <p>Candidate allows <b>disruptive behavior to interfere</b> with student learning.</p> <p><b>OR</b></p> <p>There are <b>safety problems</b> visible on the video, posing an immediate danger to students.</p> <p><b>OR</b></p> <p>The clip(s) reveal evidence of <b>disrespectful interactions</b> between teacher and students or between students.</p> | <p>Candidate provides a <b>physically safe learning environment with evidence of rules, routines, and transitions used primarily to control student behavior, and that minimally support the learning goals.</b></p> | <p>Candidate provides a <b>positive, low-risk, emotionally</b> and physically safe environment with evidence of rules, routines, and transitions used to <b>provide sufficient time on task</b> that supports the learning goals.</p> | <p>Candidate provides a positive, low-risk environment</p> <ul style="list-style-type: none"> <li>• with <b>well-established</b> rules, routines, and transitions;</li> <li>• that is emotionally and physically safe; and</li> <li>• that <b>maximizes</b> time on task related to learning goals.</li> </ul> | <p><b>Level 4 plus:</b><br/><b>Tasks are challenging for all students.</b></p> |

## Instruction Rubrics continued

### Rubric 7: Engaging Students in Learning

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

| Level 1  | Level 2  | Level 3   | Level 4  | Level 5   |
|--|--|---|--|---|
| Students are participating in tasks that are superficially related to the central focus. | Students are participating in learning tasks that focus on psychomotor competencies. | Students are engaged in learning tasks that focus on developing competencies in <ul style="list-style-type: none"> <li>• the psychomotor domain</li> <li>AND</li> <li>• the cognitive or affective domain.</li> </ul> | Students are engaged in learning tasks that focus on making connections between <ul style="list-style-type: none"> <li>• performance in the psychomotor domain</li> <li>AND</li> <li>• related competencies in the cognitive OR affective domain.</li> </ul> | Students are engaged in learning tasks that focus on making connections between <ul style="list-style-type: none"> <li>• performance in the psychomotor domain and</li> <li>• related competencies in the cognitive AND affective domains.</li> </ul> |

## Instruction Rubrics continued

### Rubric 8: Strengthening Student Competencies

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

| Level 1  | Level 2   | Level 3   | Level 4   | Level 5   |
|--|---|---|---|---|
| <p>Candidate monitors students' actions <b>without intervening</b>.</p> <p><b>OR</b></p> <p>Candidate responses include <b>significant content inaccuracies</b> that will lead to student misunderstandings.</p> | <p>While monitoring students' actions, the candidate <b>asks surface-level questions or provides feedback that is general or vague</b> in its relationship to improving student competencies in the psychomotor domain.</p> | <p>In <b>actively</b> monitoring students' actions, candidate <b>asks questions or provides corrective feedback to the whole class or group to improve competencies in the</b></p> <ul style="list-style-type: none"> <li>psychomotor <b>AND</b> cognitive or affective domains.</li> </ul> | <p>In actively monitoring students' actions, candidate <b>asks individual questions or provides individual</b> corrective feedback to improve competencies in the</p> <ul style="list-style-type: none"> <li>psychomotor <b>AND</b></li> <li>cognitive or affective domains.</li> </ul> | <p>Candidate actively monitors and <b>facilitates interactions among</b> students so they can provide individual, <b>differentiated feedback to their peers</b> during the learning task to improve competencies in the</p> <ul style="list-style-type: none"> <li>psychomotor <b>AND</b></li> <li>cognitive or affective domains.</li> </ul> |

## Instruction Rubrics continued

### Rubric 9: Subject-Specific Pedagogy

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

| Level 1   | Level 2  | Level 3  | Level 4   | Level 5  |
|---|--|--|---|--|
| Candidate implements learning tasks <b>that are inappropriate to develop</b> the student competencies in the central focus. | Candidate implements <b>appropriate learning tasks that include instructional cues/prompts</b> to make learning of physical activities comprehensible to students. | Candidate implements appropriate learning tasks that include instructional cues/prompts <b>AND explorations/demonstrations</b> to make learning of physical activities comprehensible to students. | Candidate implements appropriate learning tasks that include instructional cues/prompts <b>AND</b> explorations/demonstrations that are <b>differentiated for individuals or groups with similar learning needs</b> . | <b>Level 4 plus:</b><br>Candidate <b>facilitates students' application of their knowledge of movement to analyze their own and/or others' psychomotor skills</b> . |

## Instruction Rubrics continued

### Rubric 10: Analyzing Teaching Effectiveness

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

| Level 1   | Level 2  | Level 3   | Level 4  | Level 5  |
|---|--|---|--|--|
| Candidate suggests <b>changes unrelated to evidence of student learning</b> . | Candidate proposes changes to teacher practice that are <b>superficially related to student learning needs</b> (e.g., more time, improving directions, quicker transitions). | <p>Candidate proposes changes in teaching practice that <b>address students' collective learning needs related to the central focus</b>.</p> <p>Candidate makes <b>superficial connections to research and/or theory</b>.</p> | <p>Candidate proposes changes in teaching practice that address <b>individual and collective learning needs</b> related to the central focus.</p> <p>Candidate makes <b>connections to research and/or theory</b>.</p> | <b>Level 4 plus:</b><br>Candidate <b>justifies changes using principles</b> of research and/or theory. |

# Assessment Task 3: Assessing Student Learning

## What Do I Need to Think About?

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In Assessment Task 3, you will analyze both student learning and student use of language. Before you begin the analysis, you need to think about the following:

- How will you gather evidence and make sense of what students have learned?
- How will you provide meaningful feedback to your students?
- How will you use evidence of what students know and are able to do to plan next steps in instruction?
- How will you identify evidence of and explain students' use of language that demonstrates the development of content understanding?

## What Do I Need to Do?

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- **Select 2–3 assessments from the learning segment** that you will use to evaluate your students' developing competencies in the psychomotor domain and related knowledge, skills, or dispositions in at least one other domain (cognitive and/or affective). The assessments analyzed should be the same for all 3 focus students.
- The assessments should reflect the work of individuals, not groups, even if the psychomotor activity is a group activity, for example, a game or dance. The assessments should give both you and the students a sense of how well they are progressing toward developing the competencies targeted in the learning segment in the psychomotor domain and at least one other learning domain (cognitive and/or affective).
- If you have a class of 30 students or fewer, the assessments should be completed by the whole class featured in the learning segment. However, if you have a class of more than 30 students, to reduce the time needed to collect evidence of psychomotor skills, you may select a sample of 25 students representing the range of abilities in your class to assess and analyze their skills. This sample must include your 3 focus students. Note: California candidates must include one focus student who is an English Language Learner.<sup>8</sup>
- **Define and submit the evaluation criteria** (e.g., rubric, point system for awarding credit, rating scale) you will use to analyze student learning in each assessment submitted.
- **Analyze the performance of your whole class (or, if more than 30 students in the class, the selected sample) using direct evidence related to the evaluation criteria to identify quantitative and qualitative patterns of learning** within and across the

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<sup>8</sup> California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

class in the psychomotor domain and at least one other learning domain (cognitive, affective).

- **Submit work samples for each focus student** (selected during Instruction Task 2). The work samples provide direct evidence that illustrates your analysis of student learning in the psychomotor domain and at least one other domain (cognitive, affective).
  - You **must** provide a **video work sample**. Submit **no more than 5 minutes** of video evidence for each focus student in a separate file. You may submit multiple clips in one file. Select video that clearly shows the relevant aspects of each focus student's performance that was recorded during the activity for the whole class. The video clips that highlight the focus students do not need to be from the same lesson as the video clip(s) submitted for Instruction Task 2.
  - **Submit written evidence of how you rated each focus student** on the evaluation criteria for the psychomotor activity assessed.
  - You may submit **up to two** additional work samples of related knowledge and skills in the cognitive domain (e.g., quiz, test) and/or affective domain (affective checklist, journal entry) for each focus student. Attach this to the written evidence for the psychomotor activity and submit as one file for each focus student.
- **Verify that each video clip meets the following requirements:**
  - The clips should depict the focus students within the actual classroom setting—not a contrived environment where the 3 focus students are pulled out of the class for instruction.
  - Check the video and sound quality to ensure that you and your students can be **seen** and **heard** on the video clips you submit. Because of the poor acoustics in gymnasiums and outdoor settings, wear a microphone, if available, so that your voice can be clearly heard on the clips. If most of the audio in a clip cannot be understood by a scorer, **submit another clip**. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
  - If you have inadvertently included individuals for whom you do not have permission to film in a video clip you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clips, including the classroom, your face, and the faces of individuals for whom you have obtained permission to film, should remain unblurred.
  - Use first names only for all individuals appearing in the video.
- **Submit feedback provided to the 3 focus students**, based on their performance on the assessments analyzed. You may submit evidence of feedback in a written, video, or audio format. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.
- If you submit a video work sample or a video or audio clip of feedback that contains **key** audio portions that cannot be clearly heard, attach a transcription of the inaudible portions (**no more than 2 additional pages**) to the end of the Assessment Commentary.

- ❑ If you submit a video work sample or feedback as a video or audio clip and additional students are present, clearly identify which students are your focus students in the relevant prompt(s) (1e and 2a) of the Assessment Commentary (**in no more than 2 sentences**).
- ❑ **Respond to the prompts** listed in the Assessment Commentary section below **after analyzing student work from the selected assessments**.
- ❑ **Include and submit the chosen assessments, including the directions/prompts provided to students**. Attach the assessments (**no more than 5 additional pages**) to the end of the Assessment Commentary.
- ❑ **Provide evidence of students' understanding and use of the targeted academic language function and other language demands**. You may choose evidence from the video clip(s) submitted in Instruction Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), student work samples submitted in Assessment Task 3, **AND/OR** other written evidence of academic language use (e.g., a completed peer assessment) from the learning segment.

See the [Assessment Task 3: Artifacts and Commentary Specifications](#) in the Physical Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

## What Do I Need to Write?

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### Assessment Commentary

In Assessment Task 3, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 10 single-spaced pages, including the prompts**. Attach the assessment used to evaluate student performance (**no more than 5 additional pages**) and, if necessary, a transcription of inaudible portions of a video clip of feedback or a video student work sample (**no more than 2 additional pages**) to the end of the Assessment Commentary. These additional pages do not count toward the commentary page limit noted above.

#### 1. Analyzing Student Learning

- a. Identify the specific learning objectives measured by the assessments you chose for analysis.
- b. Provide a graphic (table or chart) or narrative that summarizes evidence of student learning for your whole class (or, if more than 30 students, group) in the psychomotor domain and at least one other domain (cognitive and/or affective). Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.

- c. Analyze the patterns of learning **for the whole class (or group)** and differences for groups or individual learners relative to competencies targeted in the psychomotor domain and at least one other learning domain (cognitive and/or affective).
- d. Cite **direct evidence** from the focus student work samples and/or the written documentation of the assessment of the psychomotor activity to support the analysis.

Consider what students understand and do well, and where they continue to struggle (e.g., strengths, weaknesses, common errors, confusions, need for greater challenge).

- e. If a video work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

## 2. Feedback to Guide Further Learning

Refer to specific evidence of feedback provided to the 3 focus students about their performance in the psychomotor domain and at least one other learning domain (cognitive and/or affective) to support your explanations.

- a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. For each assessment, submit the same type of feedback (i.e., video, audio, written) for all 3 focus students. Choose **up to two** of the following across all assessments:
  - In video work samples (provide a time-stamp reference) or in separate video clips
  - As rubrics, rating scales, or checklists with written feedback
  - As a separate document file with written feedback provided to students
  - In audio files

If video or audio feedback occurs in a group context (e.g., game, discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description, student quote) who is being given feedback. Submit any written feedback for all 3 focus students in one file.

- b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.
- c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives. Use of feedback can occur in a different task or lesson within the learning segment or at a later time.

## 3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students' language use **from ONE OR MORE of the following sources**:

1. Video clip(s) from Instruction Task 2. Provide time-stamp references for evidence of language use.
2. An additional video file named "Language Use" of no more than 5 minutes in length. Cite student language use. (This can be footage of one or more students' language use.) Submit the clip in Assessment Task 3, Part B.
3. The student work samples analyzed in Assessment Task 3. Cite language use.
4. Other written evidence of language use from the learning segment. Submit this written evidence in Assessment Task 3, Part B.

- a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the
  - selected language function,
  - vocabulary, **AND**
  - syntax or discourse
 to develop content understandings.

#### 4. Using Assessment to Inform Instruction

- a. Based on your analysis of student learning presented in prompts 1b–d, describe next steps for instruction:
  - For the whole class
  - For the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, or students with higher/lower proficiency levels).

- b. Explain how these next steps follow from your analysis of students' learning. Support your explanation with principles from research and/or theory.

## How Will the Evidence of My Teaching Practice Be Assessed?

For Assessment Task 3, your evidence will be assessed using rubrics 11–15, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, instruction, assessment, and writing.

## Assessment Rubrics

### Rubric 11: Analysis of Student Learning

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

| Level 1  | Level 2  | Level 3   | Level 4  | Level 5   |
|--|--|---|--|---|
| <p>The analysis</p> <ul style="list-style-type: none"> <li>• <b>is superficial,</b></li> <li>• <b>is not supported</b> by either student work samples or the summary of student learning, <b>OR</b></li> <li>• <b>does not address the psychomotor domain.</b></li> </ul> <p><b>OR</b></p> <p>The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.</p> | <p>The analysis <b>focuses on what students did OR did not do well in at least the psychomotor learning domain and is supported with evidence.</b></p> | <p>The analysis focuses on what <b>students did AND did not do well in</b> at least the psychomotor learning domain and is supported with <b>direct evidence.</b></p> <p><b>AND</b></p> <p>Analysis includes some differences in learning for the whole class or selected sample.</p> | <p>The analysis</p> <ul style="list-style-type: none"> <li>• focuses on <b>specific patterns of learning in the psychomotor domain and at least one other learning domain (cognitive, affective), and</b></li> <li>• <b>is supported with direct evidence from the summary and work samples.</b></li> </ul> <p><b>AND</b></p> <p>Patterns of learning are described for whole class.</p> | <p>The analysis uses <b>specific, direct evidence</b> from related work samples to demonstrate the <b>connections between quantitative and qualitative patterns</b> of learning <b>for individuals or groups</b> in the psychomotor domain and at least one other learning domain (cognitive, affective).</p> |

## Assessment Rubrics continued

### Rubric 12: Providing Feedback to Guide Learning

What type of feedback does the candidate provide to students?

| Level 1  | Level 2   | Level 3  | Level 4  | Level 5  |
|--|---|--|--|--|
| <p>Feedback is <b>unrelated to the psychomotor learning objectives</b> <b>OR</b> is above the cognitive level of understanding of the students.</p> <p><b>OR</b></p> <p>Feedback contains significant content inaccuracies.</p> <p><b>OR</b></p> <p>No feedback is provided to one or more focus students.</p> | <p>Feedback is <b>general</b> and <b>addresses needs</b> <b>AND/OR</b> <b>strengths in at least the psychomotor learning domain related to the learning objectives.</b></p> | <p>Feedback is <b>specific</b>, <b>addresses either needs</b> <b>OR</b> strengths in at least the psychomotor learning domain, and is <b>related to the learning objectives.</b></p> | <p>Feedback is specific and <b>addresses both strengths AND needs</b> in the psychomotor <b>and one other learning domain</b> (cognitive, affective) related to the learning objectives.</p> | <p><b>Level 4 plus:</b><br/>Feedback for one or more focus students</p> <ul style="list-style-type: none"> <li>• provides a strategy to address an individual learning need <b>OR</b></li> <li>• makes connections to prior learning or experience to improve learning.</li> </ul> |

## Assessment Rubrics continued

### Rubric 13: Student Use of Feedback

How does the candidate support focus students to understand and apply the feedback to guide their further learning?

| Level 1  | Level 2   | Level 3   | Level 4   | Level 5   |
|--|---|---|---|---|
| <p><b>Opportunities for applying feedback are not described or evident on video clips.</b></p> <p><b>OR</b></p> <p>Candidate <b>provides limited or no feedback to inform student learning.</b></p> <p><b>OR</b></p> <p>Feedback <b>does not address psychomotor skills.</b></p> | <p>Candidate <b>provides vague description of how focus students will understand or apply feedback.</b></p> <p><b>OR</b></p> <p>Candidate <b>provides feedback (on video clips) but moves on to next student before seeing if the correction is made.</b></p> | <p>Candidate <b>describes</b> how focus students <b>will understand or apply feedback in specific practice tasks.</b></p> | <p>Candidate describes how s/he will <b>support</b> focus students to understand and apply feedback <b>on their strengths OR weaknesses in specific practice tasks.</b></p> | <p>Candidate describes how s/he will support focus students to understand and apply feedback on their strengths <b>AND</b> weaknesses in specific practice tasks.</p> |

## Assessment Rubrics continued

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

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

| Level 1  | Level 2  | Level 3  | Level 4  | Level 5   |
|--|--|--|--|---|
| <p>Candidate <b>identifies student language use</b> in the video clips that is <b>superficially related or unrelated to the language demands</b> (function,<sup>9</sup> vocabulary, and additional demands).</p> <p><b>OR</b></p> <p>Candidate's description or explanation of language use is not consistent with the evidence submitted.</p> | <p>Candidate <b>describes how students use only one language demand</b> (vocabulary, function, syntax, discourse).</p> | <p>Candidate <b>explains and provides evidence</b> of students' use of</p> <ul style="list-style-type: none"> <li>• the language function <b>AND</b></li> <li>• one or more additional language demands (vocabulary, syntax, discourse).<sup>10</sup></li> </ul> | <p>Candidate explains and provides evidence of students' use of</p> <ul style="list-style-type: none"> <li>• the language function,</li> <li>• vocabulary, <b>AND</b></li> <li>• additional language demand(s) (syntax, discourse)</li> </ul> <p><b>in ways that develop content understandings.</b></p> | <p><b>Level 4 plus:</b></p> <p>Candidate explains and provides evidence of <b>language use and content learning for students with varied needs.</b></p> |

<sup>9</sup> The selected language function is the verb identified in the Planning Commentary Prompt 4a (analyze, compare, evaluate, etc.).

<sup>10</sup> These are the additional language demands identified in the Planning Commentary Prompt 4c (vocabulary, plus either syntax or discourse).

## Assessment Rubrics continued

### 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?

| Level 1  | Level 2  | Level 3  | Level 4  | Level 5  |
|--|--|--|--|--|
| <p>Next steps <b>do not follow</b> from the analysis.</p> <p><b>OR</b></p> <p>Next steps are <b>not relevant to the learning objectives</b> assessed.</p> <p><b>OR</b></p> <p>Next steps are <b>not described in sufficient detail</b> to understand them.</p> | <p>Next steps primarily <b>focus on changes to teaching practice that are superficially related to student learning needs, for example</b>, repeating instruction, pacing, or classroom management issues.</p> | <p>Next steps <b>propose general support that improves student competencies related to assessed learning objectives</b> in the psychomotor domain.</p> <p>Next steps are <b>loosely connected with research and/or theory</b>.</p> | <p>Next steps <b>provide targeted support to individuals OR groups to improve</b> competencies targeted in the learning segment in</p> <ul style="list-style-type: none"> <li>• the psychomotor domain <b>AND</b></li> <li>• <b>at least one additional learning domain</b> (cognitive, affective).</li> </ul> <p>Next steps are <b>connected with research and/or theory</b>.</p> | <p>Next steps provide targeted support to individuals <b>AND</b> groups to improve competencies targeted in the learning segment in</p> <ul style="list-style-type: none"> <li>• the psychomotor domain <b>AND</b></li> <li>• at least one additional learning domain (cognitive, affective).</li> </ul> <p>Next steps are <b>justified with principles from research and/or theory</b>.</p> |

# Professional Responsibilities

Refer to the following table for an overview of your professional responsibilities in developing evidence for edTPA. If you are submitting artifacts and commentaries for official scoring, refer to [www.edTPA.com](http://www.edTPA.com) for complete and current information before beginning your work. Included here are important information and policies such as submission requirements and deadlines, registration agreements, attestations, permissions, and confidentiality. Whether or not you are submitting for official scoring, you should fulfill the professional responsibilities described below.

| Responsibility   | Description   |
|--|---|
| <b>Protect confidentiality</b>   | <p>To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., “the district”) for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or institutions. During videorecording, use students’ first names only.</p> <p>To ensure confidentiality of your students and yourself, do not share your video on any publicly accessible platforms or websites (YouTube, Facebook, etc.).</p>  |
| <b>Acquire permissions</b>   | <p>Before you record your classroom instruction, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the videorecording.</p> <p>Your program will provide you with procedures and necessary forms to obtain these permissions, according to agreements with the school or district in which you are student teaching or completing your internship.</p> <p>If your program does not provide the necessary forms, you may refer to the sample forms found on <a href="http://www.edTPA.com">www.edTPA.com</a>.</p> <p>The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.</p>  |
| <b>Cite sources</b>  | <p>Provide citations for the source of all materials that you did not create (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary.</p>   |
| <b>Align instruction with state standards</b>  | <p>As part of the assessment, you will document the alignment of your lesson plans with state-adopted academic content standards and/or SHAPE America – Society of Health and Physical Educators Standards that are the target of student learning. Refer to the education agency website for your state to obtain copies of relevant standards for this assessment.</p>  |
| <b>Follow the guidelines for candidate support at <a href="http://www.edTPA.com">www.edTPA.com</a></b> | <p>Follow the guidelines for candidate support found at <a href="http://www.edTPA.com">www.edTPA.com</a> as you develop your evidence for edTPA. Although you may seek and receive appropriate support from your university supervisors, cooperating/master teachers, university instructors, or peers during this process, the ultimate responsibility for completing this assessment lies with you.</p> <p><b>Therefore, when you submit your completed work, you must be able to confirm your adherence with certain statements, such as the following:</b></p> <ul style="list-style-type: none"> <li>■ I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment.</li> <li>■ I have not previously taught this learning segment to the students/class.</li> <li>■ The video clips submitted are unedited (continuous) and show me teaching the students/class profiled in the evidence submitted.</li> <li>■ The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment.</li> <li>■ I am author of the commentaries and other written responses to prompts in this assessment.</li> <li>■ Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators.</li> </ul> |

# Physical Education Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

## About the School Where You Are Teaching

1. In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)

Elementary school: \_\_\_\_\_

Middle school: \_\_\_\_\_

Other (please describe): \_\_\_\_\_

Urban: \_\_\_\_\_

Suburban: \_\_\_\_\_

Rural: \_\_\_\_\_

2. Describe the physical facilities (e.g., hallway, parking lot, gym, tennis court) and equipment available to you for the learning segment.
3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

## About the Class Featured in this Learning Segment

1. If a course:
  - a. What is the name of the course?
  - b. What is the length of the course? Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)
 

One semester: \_\_\_\_\_

One year: \_\_\_\_\_

Other (please describe): \_\_\_\_\_
2. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?
3. Is there any ability grouping or tracking? If so, please describe how it affects your class.
4. Identify any textbook or instructional program you primarily use for instruction. If a textbook, please provide the title, publisher, and date of publication.
5. List other resources (e.g., electronic whiteboard, heart monitors, stopwatches, online resources, tablets, pedometers, Polar<sup>®</sup> TriFit™ system, heart-rate monitors, BIAs [bioimpedence analysis], DDR equipment, Nintendo<sup>®</sup> Wii™) you use for instruction in this class.

## About the Students in the Class Featured in this Learning Segment

1. Grade-level composition (e.g., all seventh grade; 2 sophomores and 30 juniors):  
\_\_\_\_\_
2. Number of
  - students in the class: \_\_\_\_\_
  - males: \_\_\_\_\_ females: \_\_\_\_\_
3. Complete the charts below to summarize required or needed supports, accommodations or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment: For example, students

- With Individualized Education Programs (IEPs) or 504 plans
- With specific language needs
- Needing greater challenge or support
- Who struggle with reading
- Who are underperforming students or have gaps in academic knowledge

For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must be a low-achieving student with respect to psychomotor skills. Note: California candidates must include one focus student who is an English language learner.<sup>11</sup>

| Students with IEPs/504 Plans          |                    |  |
|---------------------------------------|--------------------|--|
| IEPs/504 Plans: Classifications/Needs | Number of Students | Supports, Accommodations, Modifications, Pertinent IEP Goals |
| <i>Example: Physical limitations</i>  | 2                  | <i>Adaptations for equipment; modifications of tasks</i>     |
| <i>Example: Visual impairment</i>     | 1                  | <i>Proximity to teacher; large, colorful equipment</i>       |
|                                       |                    |  |
|                                       |                    |  |
|                                       |                    |  |

<sup>11</sup> California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

| <b>Students with Specific Language Needs</b>  |                           |  |
|---|---------------------------|--|
| <b>Language Needs</b>   | <b>Number of Students</b> | <b>Supports, Accommodations, Modifications</b>   |
| <i>Example: English language learners with only a few words of English</i>                              | 2                         | <i>Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, demonstrations, visuals)</i><br><br><i>Have students use pre-taught key words and graphic organizers to complete sentence starters</i> |
| <i>Example: Students who speak a variety of English other than that used in instructional materials</i> | 5                         | <i>Make connections between the language students bring and the language used in the instructional materials</i>   |
|   |                           |  |
|   |                           |  |
|   |                           |  |
| <b>Students with Other Learning Needs</b>   |                           |  |
| <b>Other Learning Needs</b>   | <b>Number of Students</b> | <b>Supports, Accommodations, Modifications</b>   |
| <i>Example: Struggling readers</i>  | 5                         | <i>Provide oral explanations and modeling for written directions, checking for understanding</i>   |
|   |                           |  |
|   |                           |  |
|   |                           |  |

# Physical Education Evidence Chart

Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications. Note that your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

## Planning Task 1: Artifacts and Commentary Specifications

| What to Submit   | Supported File Types    | Number of Files |     | Response Length  | Additional Information   |
|--|-------------------------|-----------------|-----|--|--|
|  |                         | Min             | Max |  |  |
| Part A: Context for Learning Information (template provided) | .doc; .docx; .odt; .pdf | 1               | 1   | <b>No more than 4 pages</b> , including prompts                            | <ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> </ul>   |
| Part B: Lesson Plans for Learning Segment                    | .doc; .docx; .odt; .pdf | 1               | 1   | No more than 4 pages per lesson  | <ul style="list-style-type: none"> <li>Submit 3–5 lesson plans in 1 file.</li> <li>Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.).</li> <li>All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans.</li> </ul>        |
| Part C: Instructional Materials                              | .doc; .docx; .odt; .pdf | 1               | 1   | <b>No more than 5 pages of KEY</b> instructional materials per lesson plan | <ul style="list-style-type: none"> <li>Submit all materials in 1 file.</li> <li>Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.).</li> <li>Order materials as they are used in the learning segment.</li> </ul>   |
| Part D: Assessments  | .doc; .docx; .odt; .pdf | 1               | 1   | N/A  | <ul style="list-style-type: none"> <li>Submit assessments and evaluation criteria in 1 file.</li> <li>Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.).</li> <li>Order assessments as they are used in the learning segment.</li> </ul> |
| Part E: Planning Commentary (template provided)              | .doc; .docx; .odt; .pdf | 1               | 1   | <b>No more than 9 pages</b> of commentary, including prompts               | <ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> <li>Respond to prompts before teaching the learning segment.</li> </ul>   |

## Instruction Task 2: Artifacts and Commentary Specifications

| What to Submit                                     | Supported File Types                             | Number of Files |     | Response Length  | Additional Information  |
|--|--|-----------------|-----|--|---|
|  |  | Min             | Max |  |   |
| Part A: Video Clips                                | flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v | 1               | 2   | <b>No more than 20 minutes total running time</b>  | <ul style="list-style-type: none"> <li>Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear on the video.</li> <li>Refer to <a href="#">Instruction Task 2, What Do I Need to Do?</a> for video clip content and requirements.</li> <li>When naming each clip file, include the number of the lesson shown in the video clip.</li> </ul> <p><b>IMPORTANT:</b></p> <ul style="list-style-type: none"> <li>Select <b>3 focus students</b> that represent the range of psychomotor competencies within the class. At least one of the students must be a low-achieving student with respect to psychomotor skills. Note: California candidates must include one focus student who is an English language learner.<sup>12</sup></li> <li>When recording, capture footage of the 3 focus students. Video clips of the 3 focus students within the context of the whole class will be used in Assessment Task 3.</li> </ul> |
| Part B: Instruction Commentary (template provided) | .doc; .docx; .odt; .pdf                          | 1               | 1   | <p><b>No more than 6 pages</b> of commentary, including prompts</p> <p>If needed, <b>no more than 2 additional pages</b> of supporting documentation</p> | <ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> </ul> <p><b>IMPORTANT:</b></p> <ul style="list-style-type: none"> <li>Insert documentation at the end of the commentary file if <ul style="list-style-type: none"> <li>you or the students are using graphics, texts, or images that are not clearly visible in the video</li> <li>you chose to submit a transcript for occasionally inaudible portions of the video</li> </ul> </li> <li>If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., "Clip 1, lesson 2, text from a whiteboard that is not visible in the video," "Clip 2, lesson 4, transcription of a student response that is inaudible").</li> </ul>   |

<sup>12</sup> California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

## Assessment Task 3: Artifacts and Commentary Specifications

| What to Submit               | Supported File Types  | Number of Files |     | Response Length  | Additional Information  |
|------------------------------|---|-----------------|-----|--|---|
|                              |   | Min             | Max |  |   |
| Part A: Student Work Samples | <p><b>For video work samples:</b><br/>flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p> <p><b>For written evidence of the psychomotor activity assessment or written work samples:</b> .doc; .docx; .odt; .pdf</p> | 6               | 6   | <p>For the video work sample, <b>no more than 5 minutes total running time per focus student</b></p> <p><b>No page limit</b> for written evidence of the assessment of the psychomotor activity or an optional written work sample</p> | <ul style="list-style-type: none"> <li>■ You <b>must</b> submit a video work sample, one file of video clips, for each focus student. You may submit multiple clips in one file. If more than one focus student appears in a clip, include it in each student's file. Describe how to recognize each of the focus students in the clip and provide the label associated with the file in prompt 1e of the Assessment Commentary.</li> <li>■ Submit written evidence of how you rated each focus student on the evaluation criteria for the psychomotor activity assessed. Submit it in a separate file for each focus student.</li> <li>■ You may submit 1–2 additional work samples assessing competencies in the cognitive and/or affective learning domains for each focus student. Attach it to the written evidence of the assessment of the psychomotor activity. If your students' writing is illegible, write a transcription directly on the work sample.</li> <li>■ When naming each work sample file, include the student number.</li> <li>■ If there are occasional audio portions of a clip that cannot be clearly heard, attach a transcription of the inaudible portions to the end of the Assessment Commentary.</li> </ul> |

(Continued on next page)

## Assessment Task 3: Artifacts and Commentary Specifications (continued)

| What to Submit   | Supported File Types  | Number of Files |     | Response Length   | Additional Information   |
|--|---|-----------------|-----|---|--|
|  |   | Min             | Max |   |  |
| <p>Part B: Evidence of Feedback</p> <p>And, if included, video evidence of academic language use</p> | <p><b>For written feedback and/or evidence of language use:</b> .doc; .docx; .odt; .pdf</p> <p><b>For audio feedback:</b> flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p><b>For video clips (feedback and/or language use):</b> flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p> | 0               | 8   | <p><b>No page limit</b> for written feedback or evidence of student language use</p> <p><b>No more than 3 minutes per focus student</b> for video or audio feedback</p> <p><b>No more than 5 minutes</b> for video evidence of student language use</p> | <ul style="list-style-type: none"> <li>■ Document the type(s) of evidence of feedback in the Assessment Commentary. Unless it is inappropriate for a focus student (e.g., a student who cannot read), submit the same type(s) of feedback evidence for each focus student. <b>Submit any written feedback for all three focus students in one file.</b></li> <li>■ If feedback is not recorded on the video work sample and/or on an optional written work sample, submit <b>up to two</b> of the following types for each focus student: <ul style="list-style-type: none"> <li>■ An additional video file</li> <li>■ An audio file</li> <li>■ Written feedback given to the focus students that is not on a written work sample or on the documentation of the assessment of the psychomotor activity</li> </ul> </li> <li>■ For video or audio feedback, submit the feedback in separate files and indicate the student number in the label (Student 1 Feedback, Student 2 Feedback, etc.).</li> <li>■ If more than one focus student appears in a video or audio clip of feedback, upload the same clip separately for each focus student who is seen/heard and label appropriately. Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in prompt 2a of the Assessment Commentary.</li> <li>■ If you submit feedback as a video or audio clip and your comments cannot be clearly heard, attach a transcription of your comments to the end of the Assessment Commentary.</li> <li>■ For Academic Language – If you choose to submit a video clip of student language use, it should be no more than 5 minutes. You may identify a portion of a clip provided for Instruction Task 2 or submit an entirely new clip.</li> </ul> |

(Continued on next page)

## Assessment Task 3: Artifacts and Commentary Specifications (continued)

| What to Submit  | Supported File Types    | Number of Files |     | Response Length   | Additional Information   |
|---|-------------------------|-----------------|-----|---|--|
|   |                         | Min             | Max |   |  |
| Part C:<br>Assessment<br>Commentary<br>(template<br>provided) | .doc; .docx; .odt; .pdf | 1               | 1   | <p><b>No more than 10 pages</b> of commentary, including prompts</p> <p>Plus</p> <ul style="list-style-type: none"> <li>■ <b>no more than 5 additional pages</b> for the chosen assessment</li> <li>■ if necessary, <b>no more than 2 additional total pages</b> of transcription of a video work sample, video/audio evidence for feedback, and/or video evidence of language use</li> </ul> | <ul style="list-style-type: none"> <li>■ Use Arial 11-point type.</li> <li>■ Single space with 1" margins on all sides.</li> </ul> <p><b>IMPORTANT:</b> Insert a copy of the assessment(s) you analyzed, including directions/prompts provided to students.</p> <ul style="list-style-type: none"> <li>■ Because of the poor acoustics in gymnasiums and outdoor settings, provide transcriptions of the dialogue in any sections of the video where it is difficult to hear relevant voices. Represent the dialogue accurately without providing an exact transcription.</li> </ul> |
| Part D: Evaluation<br>Criteria                                | .doc; .docx; .odt; .pdf | 1               | 1   | N/A   |  |

# Physical Education Glossary

Source citations for glossary entries are provided as footnotes in this section.

**academic language:** Oral, written, and nonverbal language used for academic purposes. For physical education, it is the language students must use when developing movement competencies and learning knowledge in movement-based environments. Academic language is the means by which students develop and express content understandings and communicate with each other, for example, during game play, when giving peer feedback, or when discussing a game strategy. Academic language includes the **language of the discipline** (vocabulary, signals, functions and forms of language, i.e., syntax or discourse associated with learning outcomes) and the **instructional language** (signals, syntax, discourse) used to engage students in learning content. Academic language in physical education is anchored in movement patterns, performance concepts, and/or health-enhancing physical fitness vocabulary, which are vital components of every lesson in physical education. It includes nonverbal signals used during games, as well as oral and written communications.

- **language demands:**<sup>13</sup> Specific ways that academic language (vocabulary, functions, syntax, and discourse) 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, and analyzing a movement pattern. There are four language demands: vocabulary and/or symbols, function, syntax, and discourse.
- **language functions:** The content and language focus of the learning task represented by the active verbs within the learning outcomes. Examples of language functions in physical education include **describing** how to perform a golf drive, **analyzing** a forward roll, **evaluating** a movement sequence, **critiquing** a peer performance, **explaining** why a strategy for passing is appropriate, and **contrasting** two defenses.
- **vocabulary:** Includes words and phrases that are used within disciplines, including (1) words with subject-specific meanings that differ from meanings used in everyday life (e.g., level, plane, set, guarding); (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, eye-hand coordination).<sup>14</sup>
- **discourse:** How we use language functions, vocabulary, and syntax to demonstrate an understanding of the content. Discourse includes the structures of written, verbal, and non-verbal language, as well as how members of the discipline talk and participate in knowledge construction. Discipline-specific discourse has distinctive features of structuring written, verbal, and non-verbal language that provide useful

<sup>13</sup> O'Hara, S., Pritchard, R., & Zwiars, J. (2012). Identifying academic language demands in support of the common core standards. *ASCD Express*, 7(17). Retrieved from <http://www.ascd.org/ascd-express/vol7/717-ohara.aspx>

<sup>14</sup> Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for ELLs. Retrieved from <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf>

- ways for the content to be communicated.<sup>15</sup> Student use of discourse demonstrates their application of knowledge of the vocabulary, function, and syntax of the content well enough to communicate meaningfully. The following are examples of language functions and associated discourse: (1) Language function: analyze a peer's performance of an overhead set. Discourse: Use overhead set cues to communicate to the performer what he/she did right/wrong. (2) Language function: describe the flag football play seen on the whiteboard represented by "X's" and "O's." Discourse: student describes the offensive play and where each person should move to and what s/he should do. (3) Language function: construct a personal workout program based on the individual's stated goal. Discourse: student constructs a table displaying sets and repetitions of particular exercises s/he will perform to meet their personal goal.
- **syntax:** The set of conventions for organizing symbols, words, and phrases together into structures.<sup>16</sup> Syntax focuses on the organizational aspects of giving meaning to phrases, sentences, or a set of symbols. Syntax is a way of "representing" something that may have a specific meaning in the content area. For example, in math, three times fifteen equals forty-five, represented by "3 x 15 = 45." However, in physical education, if a student is doing bicep curls that same "3 x 15" does still equal 45, but also tells the student he/she will be doing 3 sets of 15 repetitions of the exercise. Syntax also includes sequences of phrases used to guide students' movements, referred to in physical education as "cues." Examples of a sequence of literal cues include step in opposition, follow-through toward the target, keep your chin down, keep your elbow high, swing level. Examples of figurative cues include look through the window (volleyball overhead set), squash the bug (striking with a bat). Asking students to verbalize their understanding of throwing by stating a series of ordered cues would be an example of syntax. When a teacher or coach presents a diagram of "X's" and "O's" to represent a specific play in basketball, students need to use the syntax of the diagram to understand the play.
  - **language supports:** The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines (Santos, Darling-Hammond, Cheuk, 2012).<sup>17</sup> The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary, language function, and discourse or syntax) to deepen content understandings.

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<sup>15</sup> Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for ELLs. Retrieved from <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf>

<sup>16</sup> Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms*. San Francisco, CA: Jossey-Bass.

<sup>17</sup> Santos, M., Darling-Hammond, L., & Cheuk, T. (2012). Teacher development to support English language learners in the context of common core state standards. Stanford University Understanding Language. Available at <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/10-Santos%20LDH%20Teacher%20Development%20FINAL.pdf>

**affective domain (feeling domain):** Student's feelings or emotions, attitudes, values, and social behaviors related to physical education. Affective objectives are directly related to the feelings or emotions, attitudes, values, and social behaviors the students have and display toward physical activity/physical education.

**aligned:** The degree to which the learning objectives match the key instructional tasks and are checked by assessments.

**artifacts:** Authentic work completed by you and your students including lesson plans, copies of instructional and assessment materials, video clips of your teaching, student work samples, and artifacts submitted as part of your evidence portfolio.

**assets (knowledge of students):**

- **personal:** Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.
- **cultural:** Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.
- **community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.

**central focus:** A statement that captures or summarizes the overarching learning outcomes associated with content standards and learning objectives. It may not be as broad or comprehensive as a central focus used in a longer unit of instruction, but it should represent a focus beyond facts and skills. For example, the central focus for a physical education learning segment might be executing basic basketball skills in a small-sided game.

**cognitive domain (thinking domain):** Attainment of knowledge related to fundamental movement patterns, sport skills, and physical fitness activities. Cognitive objectives are directly related to the student's ability to understand and process information in order to apply movement concepts, tactics, strategies, and principles to the development of psychomotor skills.

**commentary:** Submitted as part of each task and, along with artifacts, make up your evidence portfolio. The commentaries should be written to explain the rationale behind your teaching decisions and to analyze and reflect on what you have learned about your teaching practice and your students' learning.

**connections:** Alignment of the central focus, objectives, learning tasks, and learning domains (psychomotor, cognitive, affective) that show how learning outcomes for students will be taught within each lesson and throughout the learning segment. Vague connections provide loose alignment between some, but not all, of the elements (central focus, objectives, learning tasks, and learning domains). Clear connections provide strong alignment between the central focus, objectives, the learning tasks, and learning domains with regard to the specific learning outcomes presented within a lesson plan. Clear and consistent connections provide a logical progression of clear connections between all lesson plans throughout a learning segment.

**demonstration:** “[A] visual template or model of a desired movement pattern that can inform the learner about the nature of the task and its requirements.”<sup>18</sup> These representations can be performed by the teacher candidate for mature movement patterns or by students for grade-level movement patterns.

**engaging students in learning:** Using instructional and motivational strategies that promote students’ active involvement in learning tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Engagement in learning contrasts with student participation in learning tasks that are not well-designed and/or implemented and do not increase student learning.

**evaluation criteria:** Performance indicators or dimensions that are used to assess evidence of student learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner’s degree of success in meeting the learning objectives. Evaluation criteria can be represented in various ways, such as a rubric, a point system for different levels of performance, or rules for awarding full versus partial credit. Evaluation criteria may examine such things as correctness/accuracy or complexity or quality of responses.

**evidence (candidate):** Consists of **artifacts** that document how you planned and implemented instruction **AND commentaries** that explain your plans and what is seen in the videorecording(s) or examine what you learned about your teaching practice and your students’ learning. Evidence should demonstrate your ability to design lesson plans with instructional supports that deepen student learning, use knowledge of your students to inform instruction, foster a positive learning environment that promotes student learning, monitor and assess student progress toward learning objectives, and analyze your teaching effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your teacher preparation program.

**evidence (student):** Anything presented in support of an assertion. Direct evidence consists of collecting data that support or refute something. Anecdotal evidence is not based on facts or careful study, rather casual observations. Direct evidence includes student work samples and data collected using a formal assessment instrument (i.e., rating scale, rubric, game performance assessment instrument) within the psychomotor, cognitive, and/or affective domains. Watching students do something or asking students questions without documenting responses related to right/wrong or degree of right/wrong would be considered anecdotal evidence, not direct evidence.

**exploration:**<sup>19</sup> Involves learning tasks that are communicated to students through questions which require students to answer the questions through their movements and to explore options rather than reproduce a skill.

**health-enhancing physical fitness:**<sup>20</sup> “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

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<sup>18</sup> Hodges, N., & Franks, I.M. (2002). Modelling coaching practice: The role of instruction and demonstration. *Journal of Sports Sciences*, 20(10), 793–811.

<sup>19</sup> Siedentop, D., & Tannehill, D. (2000). *Developing teaching skills in physical education* (4th ed.). Mountain View, CA: Mayfield.

<sup>20</sup> National Association for Sport and Physical Education (NASPE). (2008). National Initial Physical Education Teacher Education Standards. Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=9jpRd%2B5aH84%3D&tabid=676>

these components reduces the risk of disease and illness and enhances overall health and well-being.”

**instructional cues/prompts:** “Verbal cues that direct or focus students' attention to the key elements of a skill or prompt students to perform key movement components of skills (e.g., ‘platform with arms’ for a volleyball forearm pass).”<sup>21</sup>

**learning environment:** The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for students.

**learning objectives:** Student learning outcomes to be achieved by the end of the lesson or learning segment.

**learning segment:** A set of 3–5 lessons that build one upon another toward a central focus, with a clearly defined beginning and end.

**learning task:** Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. A sample physical education learning task for 4<sup>th</sup>-grade students could be practicing how to turn ropes for use in double-dutch rope jumping.

**movement patterns:** “Fundamental movements are 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.”<sup>22</sup> These are groups of skills based on common elements.

**opportunities to respond (OTR):** The number and/or rate of appropriate successful responses made by a student. Maximizing the opportunities to respond is evident when all students have their own piece of equipment and/or are not waiting in lines to perform a given task. Every learning task should be structured to maximize OTRs.

**patterns of learning:** Includes **both** quantitative and qualitative patterns (or consistencies) for different groups of students or individuals. Quantitative patterns indicate in a numerical way the information understood from the assessment (e.g., 10 out of 15 students or 20% of the students). Qualitative patterns include descriptions of understandings, misunderstandings, and/or partial understandings that could explain the quantitative patterns (e.g., “given that most students were able to . . . it seems that they understand”).

**performance concepts:** “Knowledge and action concepts related to skillful performance. . . . [I]ncludes 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 or ‘how’ to do a skill (e.g., executing a wrist flick or [knowing the correct] speed for lowering the weight in a repetition) (Rink 2003).”<sup>23</sup> This also includes activities such as orienteering and teambuilding.

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<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

<sup>23</sup> Ibid.

**planned support:** Instructional strategies, approaches, and/or learning tasks that the candidate uses to develop competencies in the psychomotor, cognitive, and affective domains. Support includes such things as demonstrations, explanations, instructional cues, prompts, and multiple ways to engage with the content or activity, for example, varying the task, space configuration, equipment, number of participants, and/or rules.

**prior academic learning and prerequisite skills:** Includes students' content knowledge and skills as well as academic experiences developed prior to the learning segment.

**psychomotor domain (kinesthetic domain):** Attainment of competency in fundamental movement patterns, sport skills, and physical fitness activities. Psychomotor objectives are directly related to the psychomotor content in physical education.

**rapport:** A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well with each other.

**refine:** Providing cues to help perform the task without changing the practice task, allowing students to focus on the qualitative aspects of the skill.

**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.

**rubrics:** Subject-specific evaluation criteria used to score your performance on edTPA. These rubrics are included in the handbook following the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

**safe:** In physical education, being safe goes beyond providing for students' physical safety. It also includes ensuring there is enough space available for activities, that students appropriately use equipment, that transitions are planned for and efficiently completed, and that active supervision occurs to ensure on-task behavior. Candidates must also ensure the psychological well-being of all students by eliminating any opportunities for bullying to occur, creating an environment that encourages safe risk-taking, avoiding embarrassing and singling out students, and creating an environment where appropriate peer-to-peer interactions occur. At no time should stereotyping based on gender, race, culture, socio-economic status, or sexual orientation occur.

**special needs:** Refers to categories addressed by federal law (Individuals with Disabilities Education Act), identified learning disabilities, gifted and talented, and other features of student learning that may require individualized instruction or assessment.

**tactical approach:**<sup>24</sup> A teaching approach that focuses on the ability to identify tactical problems within the game environment. The tactical model begins with a game form (modified and exaggerated), followed by teaching tactical awareness (what to do), and then

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<sup>24</sup> Mitchell, S.A., Oslin, J.L., and Griffin, L.L. (2006). *Teaching sport concepts and skills: A tactical games approach*. Champaign, IL: Human Kinetics.

skill execution (how to do it). This approach to teaching sport is opposite of a traditional teaching model that focuses on teaching several days of skill development in isolation, without their tactical context.

**transition:** Managerial and organizational activities related to instructions such as time and tasks involved in changing from one activity to another. Transitions may take place in the same location with the same equipment, but the task changes; transitions may take place as students move from one location in the gymnasium to another location in the gymnasium or even to another location in the outdoor environment; and transitions may or may not involve equipment distribution and/or collection. Effective transitions are safe as well as efficient to minimize management time and increase academic learning time.

**variety of learners:** Students in your class who may require different strategies or support. These students include but are not limited to students with IEPs or 504 plans, English language learners, higher or lower proficiency levels, underperforming students or those with gaps in academic knowledge, and/or gifted students.

**work sample:** Documentation of student performance in the psychomotor, cognitive, or affective domain. Examples of a psychomotor work sample may include a video of student performance or a checklist or rubric documenting student performance. Examples of a cognitive work sample may include an analysis of peer performance or a written quiz or test. Examples of an affective work sample may include a checklist or rubric of student behaviors or a journal entry showing attitudes and/or values related to student activity.