The Teacher Performance Assessment stems from a 25-year history of development in performance-based assessments of teaching quality. 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 (PACT) for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. The 2011-12 field test version of this handbook has been developed with thoughtful input from teachers and teacher educators representing various national design teams, national subject matter organizations (ACEI, ACTFL, IRA, NASPE, NCSS, NCTE, NCTM, NSTA, etc.), and content validation review teams. All contributions are recognized and appreciated.
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Overview of the Teaching Performance Assessment in World Language

Purpose

The Teaching Performance Assessment (TPA) is being developed as a nationally available assessment of readiness to teach for novices. The assessment is focused on student learning and is designed around the principles that successful teachers apply knowledge of subject matter and subject-specific pedagogy, develop and apply knowledge of their students’ varied needs, consider research/theory about how students learn, and reflect and act on evidence of the effects of their instruction on student learning.

As a performance-based assessment, the TPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic, experiential ways. As a participant in this assessment, you will have an opportunity to develop a collection of materials that represents the ways in which you teach students in your “student teaching” classroom or other instructional settings. When developing your materials, you will be prompted to synthesize what you have learned throughout your preparation program and apply it with the students you currently teach. Your TPA evidence will demonstrate your current abilities, knowledge and skills as a beginning teacher on your way to becoming a highly accomplished teacher.

Summary of Tasks

In this assessment, you will describe, analyze, and evaluate the teaching of a series of 3–5 world language lessons (or, if teaching world language within a large time block, about 3-5 hours of connected instruction) referred to as a learning segment. The learning segment should provide opportunities for students to develop and demonstrate communicative proficiency (both productive and receptive) in the target language and their familiarity with cultures that use that language. Consistent with the National Standards for Foreign Language Learning, a segment prepared for this assessment should provide opportunities for students to develop communicative proficiency in the target language, taking into consideration the study of grammar and vocabulary in context. The goal is to help students develop the ability to use grammar and vocabulary to communicate in meaningful and appropriate ways with users of other languages.

You will complete four tasks for the TPAC assessment:

1. Planning, Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning
4. Analyzing Teaching

Evidence of Teaching Practice: Artifacts and Commentaries

To complete the assessment, you will submit artifacts and commentaries as evidence of how you planned and implemented instruction to deepen student learning in world language.
Artifacts represent the authentic work of you and your students. These include lesson plans, copies of instructional and assessment materials, one or two video clips of your teaching, and student work samples.

The commentaries are your opportunity to describe your artifacts, explain the rationale behind their use, and analyze and reflect on what you learned about your teaching practice and your students’ learning. In each commentary, you will respond to prompts to provide evidence of what you know and understand about your students and their learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.

Evaluation and Scoring Criteria

The evidence you submit will be judged on four dimensions of teaching: Planning, Instruction, Assessment, and Analyzing Teaching. Evidence for the planning, instruction, assessment, and analyzing teaching dimensions will come from the corresponding tasks. Evidence for the academic language dimension will come from the planning and either the instruction or assessment tasks.

The rubrics used to score your performance on the TPA are included in the handbook and are linked electronically to each task. The descriptors in the five level rubrics address a wide range of performance representing the knowledge and skills of a novice not ready to teach (Level 1) to advanced practices of a highly accomplished beginner (Level 5). When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning and writing.

Structure of the Handbook

The instructions in the following pages will guide you in putting together the artifacts and commentaries required within the four tasks of the TPA. Instructions for each task are organized in three sections: 1) What to Think About, 2) What Do I Need to Do? and 3) What Do I Need to Write? Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks. Guidelines for document formatting and submission of the TPA are at the end of the handbook. In addition, key terms are linked electronically to a Glossary of Terms for World Language. As noted above, rubrics for each scoring dimension are also linked throughout the document.

The remainder of this introduction provides an overview of the assessment components and your professional responsibilities in preparing your materials.
### Assessment Components at a Glance

<table>
<thead>
<tr>
<th>What to Do</th>
<th>What to Submit</th>
<th>Scoring Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TPAC Task 1: Planning Instruction and Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>► Provide relevant information about your instructional context.</td>
<td>□ Part A: Context for Learning Information</td>
<td>Planning Rubrics</td>
</tr>
</tbody>
</table>
| ► Select a learning segment of 3–5 sequential world language lessons (or, if teaching world language within a large time block, about 3-5 hours of connected instruction). The learning segment should provide opportunities for students to develop and demonstrate communicative proficiency (both productive and receptive) in the target language and familiarity with cultures that use that language. | □ Part B: Lesson Plans for Learning Segment  
  ▨ Lesson plans  
  ▨ Instructional Materials  
  ▨ Assessment Tools/Procedures and Criteria  
 □ Part C: Planning Commentary                                             | (WL 1, 2, and 3) |
| ► Consider your students’ strengths and needs and select a central world language focus and a key *language demand* for the learning segment. |                                                                                |                 |
| ► Determine what language functions and related vocabulary, grammar, text types, and cultural context will be the focus of your lesson. |                                                                                |                 |
| ► Create an instruction and assessment plan for the learning segment, and write lesson plans. |                                                                                |                 |
| ► Respond to commentary prompts to explain what you know about your students and the thinking behind your plans. |                                                                                |                 |
| ► Make daily notes about the effectiveness of your teaching for your students’ learning (will be used in writing the Analyzing Teaching commentary in Task 4). |                                                                                |                 |
| **TPAC Task 2: Instructing and Engaging Students in Learning**             |                                                                                |                 |
| ► Collect permission forms from parents/guardians and prepare for video-recording. | □ Part A: Video Clips  
 □ Part B: Instruction Commentary | Instruction Rubrics  
 (WL 4 and 5) |
| ► Review and identify lessons where you a) introduce one or more language functions and text types to your students in meaningful cultural contexts; and b) promote communication between students in the target language. |                                                                                |                 |
| ► Submit two video clips that meet requirements. The total running time of each clip should not exceed 10 minutes. |                                                                                |                 |
## What to Do
- Respond to commentary prompts to analyze your teaching and your students' communicative proficiency in the video clip(s).

## TPAC Task 3: Assessing Student Learning
- Analyze class performance from one assessment completed during the learning segment.
- Identify three student work samples that illustrate trends in student communicative proficiency in the target language.
- Select and analyze the learning of two focus students in more depth, and document your feedback on their work.
- Respond to commentary prompts to report conclusions from your analysis and describe feedback given to the two focus students.
- Identify next steps in instruction based on your analysis.
- Provide the assessment task and evaluation criteria.

## What to Submit
- Part A: Student Work Samples
- Part B: Evidence of Feedback
- Part C: Assessment Commentary

## Scoring Rubrics
- Assessment Rubrics (WL 6, 7, and 8)

## TPAC Task 4: Analyzing Teaching
- Using notes you have recorded throughout the learning segment, respond to commentary prompts to explain what you have learned about your teaching practice and two or three things you would do differently if you could teach the learning segment over. Explain why the changes would improve your students' learning.

## Analyzing Teaching Commentary
- Analyzing Teaching Rubric (WL 9)
## Professional Responsibilities

Refer to the following table for an overview of professional responsibilities inherent in the development of your TPA evidence.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protect confidentiality</td>
<td>• To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., &quot;the district&quot;) for your school, district, or cooperating teacher. You may use either pseudonyms or first names only for students. Do this in all commentaries, and mask or remove names that could identify people or institutions from all materials submitted, including lesson plans.</td>
</tr>
</tbody>
</table>
| Acquiring Permissions                        | • 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 video-recording.  
  • 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.  
  • The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them. |
| Citing Sources                               | • Provide source citations for all materials that you did not create (e.g., published texts, websites, material from other educators). List all citations by lesson number at the end of the planning commentary. |
| Aligning Instruction with State Standards    | • As part of the assessment, you will document the alignment of your lesson plans with state-adopted academic content standards that are the target of student learning. Refer to the Department of Education Web site for your state to obtain copies of relevant standards for this assessment. |
| Collaborate with others while developing your own teaching practice | As a credential candidate, you are encouraged to seek assistance, input and feedback from your university supervisors, cooperating/master teachers, university instructors, or peers during the completion of this assessment. However, the ultimate responsibility for compiling the documentation lies with you. Therefore, when you submit your completed assessment for scoring, you will be asked to attest to the following statements:  
  • I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment;  
  • The video clip(s) submitted show me teaching the students/class profiled in the evidence submitted;  
  • The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment;  
  • I am sole author of the commentaries and other written responses to prompts and other requests for information in this assessment;  
  • Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators. |
Task 1: Planning Instruction and Assessment

What to Think About

In Task 1: Planning Instruction and Assessment, you will describe your plans for the learning segment and explain how they are appropriate for the students and the content you are teaching. Think about what you know about your students as learners and provide information about what they know and can do related to the content you will teach. Consider your students’ prior learning and experiences including their academic content knowledge, language development, social/emotional development, family/cultural assets, interests and lived experiences; as well as any identified learning needs.

In this task, you will demonstrate your ability to organize curriculum, instruction, and assessment to help diverse students meet content standards and develop related academic language. You will provide evidence of your ability to select, adapt, or design learning tasks and materials that offer your students equitable access to world language curriculum content and associated language demands.

Task 1 sets the stage for you to demonstrate and analyze the effectiveness of your teaching of the planned learning segment. Be explicit about how what you know about your students informs the teaching you propose.

What Do I Need to Do?

☐ If you teach more than one class, select one focus class for this assessment.

☐ Provide information about your teaching context by downloading and completing the Context for Learning Information template.

☐ Review the curriculum with your cooperating teacher and select a learning segment of 3 to 5 lessons (or, if teaching world language within a large time block, about 3 to 5 hours of connected instruction) to describe, analyze, and reflect upon. The learning segment should develop students’ proficiency (both productive and receptive) in the target language and their familiarity with cultures that use that language.

☐ Identify the central focus along with the content standards and objectives you will address in the learning segment.

☐ Consider language demands associated with content understandings in the learning segment. Consider language functions, grammatical structure and technical language that might impose difficulty for students to understand the content of the lesson. These might include grammatical terms (e.g., adjective, subject, verb, predicate, etc).

☐ For advanced language classes that require reading, writing and performing using the target language, consider language demands that students will need to understand or produce in your learning segment and the key words and grammatical structures that these texts require.

☐ Consider what your students need to learn and identify objectives for developing automaticity, fluency, and accuracy in language functions and familiarity with cultures that use that language, taking into account your students’ prior language development, experiences, and the language demands of the language tasks and assessments. Write a lesson plan for each lesson in the learning segment.

☐ Write a lesson plan for each lesson in the learning segment. Your credential program may require you to use a specific lesson plan format for this assessment. Regardless, lesson plans should minimally include the following information:
State-adopted student academic content standards that are the target of student learning. Please list the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part(s).

Learning objectives associated with the content standards

Informal and formal assessment tools and/or procedures used to monitor student learning, including type(s) of assessment and what is assessed

Instructional strategies and learning tasks used to support student learning, including what you and the students will be doing

Resources and materials

If you make significant changes to your lesson plans when teaching the learning segment, only submit the revised lesson plans instead of the original to reflect the adaptations that guided your teaching.

Submit selected instructional materials and all assessment tools and/or procedures used during the learning segment (up to 5 artifact pages per lesson). The instructional materials might include class handouts, overhead transparencies, PowerPoint or interactive whiteboard slides. See the Lesson Plan template for directions for how to submit the instructional materials and assessments.

In preparation for writing the Analyzing Teaching commentary (Task 4), record notes on the effectiveness of your instruction for various students after teaching each lesson. You will NOT submit these, so they can be in any form that is useful to you, e.g., annotated lesson plans, bulleted notes, etc. Your notes should address your reflections on the following: What's working? What's not? For whom? And why? (as well as citing events and other evidence that led to these conclusions).

What Do I Need to Write?

In Task 1: Planning, you will write lesson plans, a description of your Context for Learning, and a Planning Commentary explaining your plans.

Links to the Context for Learning Information and Lesson Plan templates are provided here, and the prompts for the Planning commentary and template link are below.
Planning Commentary

Complete the Planning Commentary template and provide your responses to each of the prompts below in no more than 9 total single spaced pages (including prompts). If you are prompted to provide any explanations that can be found in your lesson plans, refer to the appropriate page(s) of those plans.

1. Content Focus
   - Summarize the central focus for the content you will teach in this learning segment.

2. Knowledge of Students to Inform Teaching
   For each of the categories listed below (a-d), describe what you know about your students’ prior learning and experiences with respect to the central focus of the learning segment.
   What do they know, what can they do and what are they learning to do? Consider the variety of learners in your class who may require different strategies/support:
   a) Academic development (e.g., prior knowledge, prerequisite skills, ways of thinking in the subject areas, developmental levels, special educational needs)
   b) Language development in languages other than the target language (aspects of language proficiency required to participate in oral and written classroom learning and assessment tasks similar to those in the learning segment, in English as well as in other languages that are spoken by the students)
   c) Family/community/cultural assets (e.g., relevant lived experiences, cultural expectations, and student interests)
   d) Social and emotional development (e.g., ability to interact and express themselves in constructive ways, ability to engage in collaborative learning, nature of contributions to a productive learning environment).

3. Supporting Student World Language Learning
   Respond to prompts a-e below to explain how your plans support your students’ learning of world language related to the central focus of the learning segment. As needed, refer to the instructional materials you have included to support your explanations. Cite research and theory to support your explanations.
   a) Explain how your understanding of your students’ prior learning, experiences and development guided your choice or adaptation of learning tasks and materials, to develop students’ communicative proficiency in the target language in a meaningful cultural context.
   b) How are the plans for instruction sequenced in the learning segment to build connections from prior knowledge to new knowledge to support student development of communicative proficiency (both productive and receptive) and their familiarity with cultures that use that language? Take into consideration the standards and related language objectives of the lesson.
   c) Describe common errors or misunderstandings within your content focus and how you will address them.
   d) Explain how, throughout the learning segment, you will help students make connections between and among language functions, key words and grammatical structures, vocabulary, and/or phrases for the concepts and skills to produce and comprehend the target language in a meaningful cultural context.
   e) Describe any instructional strategies planned to support students with specific learning needs. This will vary based on what you know about your students, but may include students with IEPs, English learners, or gifted students needing greater support or challenge.

4. Monitoring Student Learning
a) Explain how the informal and formal assessments were selected and/or designed to provide evidence you will use to monitor student progress toward the standards/objectives you have selected. Consider how the assessments will provide evidence of 1) students’ development of communicative proficiency of the target language in cultural context and 2) provide feedback to students on their communicative proficiency.

b) Describe any modifications or accommodations to the planned assessment tools or procedures that allow students with specific needs to demonstrate their learning.

Planning Rubrics Link to WL1
Task 2: Instructing and Engaging Students in Learning

What to Think About

The Instructing and Engaging Students in Learning task asks you to demonstrate how you work with students to develop their communicative proficiency in the target language and their familiarity with the cultural contexts and people that use that language. You will provide evidence of your ability to 1) create meaningful and culturally appropriate contexts to support students’ development of communicative proficiency in the target language, 2) monitor student understanding and engagement in meaningful cultural contexts in which the language is used, and 3) use your responses to students to guide their communicative proficiency of the target language.

Think about how your choices of instructional strategies engage students in developing their communicative proficiency. While teaching, how do you prompt students to make connections between their prior learning and experiences and the target language to be learned? Consider which lessons in the learning segment require meaningful student engagement with concepts and ideas in the target language. Plan to video record on those days in particular. Be strategic in selecting video clips that reveal the ways in which students are engaged and you are eliciting and monitoring their active engagement and use of the target language in meaningful cultural contexts. Consider how you design interactive and collaborative tasks to promote student’s active engagement and development of communicative proficiency (both receptive and productive) in the target language. Consider how you use supporting materials and frameworks to scaffold and facilitate the process of communicative proficiency.

What Do I Need to Do?

- Examine your plans for the learning segment and identify language tasks where you a) introduce one or more language functions and key words or grammatical structures or text types to your students in cultural context; and/or b) promote communication between students in the target language.
- Video-record your classroom teaching. View the video(s) to check the video and sound quality, analyze your teaching, and select the most appropriate video clip(s) to submit.
- Provide two video clips of no more than ten minutes each. The first clip should illustrate what you did as a teacher to design meaningful and collaborative language tasks to introduce one or more language functions and key words or grammatical structures or text types to your students in cultural context. The second clip should highlight your role in promoting communication and collaboration between students in the target language. The clips should also include interactions among you and your students and your responses to students’ use of the target language, questions, and needs.
- The clips may or may not include the beginning and end of the learning task from which they come, but should provide a sample of how you interact with students to support their learning.
- See Video Guidelines
- Provide a copy of any relevant writing on the board, overhead, or walls if it is not clearly visible on the video. Insert this document at the end of the Instruction Commentary.
\textbf{What Do I Need to Write?}

\textbf{Instruction Commentary}

Use the \textit{Instruction Commentary template} to write a commentary of \textit{2–4 single-spaced pages} (including prompts) that addresses the following prompts.

1. Identify the number of the lesson or lessons from which the clips were recorded.

2. \textbf{Engaging Students in Learning}
   a) Explain how the instruction (tasks, activities, discussions, and/or teaching strategies) depicted in the clips motivated and intellectually engaged the students in further developing their communicative proficiency with respect to specific language functions and/or forms in meaningful and culturally appropriate contexts relative to the target language. Cite specific examples from the clips of what students said/did to support your explanation.
   b) Using examples from the clips, describe how your instruction (tasks, activities, discussions, and/or teaching strategies) linked students’ prior learning and experiences with new learning. Prior learning and experience includes students’ academic content knowledge, language development, social/emotional development, family/cultural assets, interests and lived experiences.

3. \textbf{Deepening Student Learning During Instruction}
   a) Explain how you elicited students’ active use of the target language and supported the development of student communicative proficiency during the language tasks, and how your ongoing responses further students’ communicative proficiency of the target language in meaningful cultural contexts.
   b) Explain how you supported your students to understand the contexts of use central to the lesson(s) and comprehend the:
      \begin{itemize}
      \item vocabulary,
      \item targeted language functions,
      \item key words or grammatical structures or text types
      \end{itemize}
   c) Cite evidence from the clip(s) of what you and your students said/did to support your explanations.
   d) Describe evidence in the clips that demonstrate the extent to which students are able to understand and/or use the language associated with the identified language demand (vocabulary, function and key words or grammatical structures or text types) in ways that develop communicative proficiency in meaningful cultural contexts.
   e) Using this evidence, how well did your language support or instruction promote academic language development for students with varied language levels?

\textit{Instruction Rubrics} link to WL4
Task 3: Assessing Student Learning

What to Think About

The Assessing Student Learning task asks you to assess student learning, analyze student strengths and needs, and use your analysis of student performance to inform instruction. You will provide evidence of your ability to 1) develop evaluation criteria that are aligned with your central focus, standards, and learning objectives; 2) analyze student performance on an assessment in relation to the identified learning objectives; 3) provide feedback to students; and 4) use the analysis of student performance to identify next steps in instruction.

Think about the ways in which you are monitoring, examining, and evaluating evidence of student learning throughout the learning segment. How do you document and make sense of what students have learned? How do you provide feedback? In using assessment evidence to plan next steps for your teaching, consider common learning across most of the class as well as common strengths or needs among several students. Consider both the successes and struggles of your students.

What Do I Need to Do?

- Select an assessment from the learning segment that you will use to evaluate your students’ developing knowledge and skills. The assessment should reflect the work of individuals, not groups. The assessment should give both you and the students a sense of how well they are progressing toward communicative proficiency (both productive and receptive) targeted in the learning segment:
  - language functions
  - key words or grammatical structures or text types
  - culturally significant concepts and ideas
  - contexts of use

- Provide a copy of the evaluation criteria (e.g., rubric) and, if these are not obvious from the student work samples, the assessment task/directions/prompt in the Assessment Commentary template.

- Collect student work from your entire class and analyze student performance to identify patterns in understanding within the class.

- Illustrate the results of your analysis with student work samples.
  - a. Select three student work samples. Your choices should represent what students in the class generally understood and what a number of students were still struggling to understand. At least one of the students must have identified learning needs, such as an English language learner or a student with an IEP.
  - b. Identify two focus students from the three previously selected student work samples: one student with identified learning needs and one other focus student.

- Document and submit evidence of the feedback you provided to the two focus students, either as individuals or as part of a larger group. You may provide a copy of written feedback or video/audio evidence of oral feedback.
a. If the feedback is written directly on the work sample, be sure that reviewers can distinguish the feedback from the students’ own work. [Link to work sample evidence]

b. If the feedback occurred in a video/audio clip submitted as part of the Instruction task, identify the timestamp range on the video/audio where the feedback can be found (e.g., Clip 1, 01:35 – 3:05). You may also submit an additional video/audio clip showing oral feedback; label this clip “Feedback clip.” [Link to video feedback evidence]

**What Do I Need to Write?**

**Assessment Commentary**

Use the [Assessment Commentary template](#) to write a commentary no more than 8 single-spaced pages (including attachments) that addresses the following prompts.

1. **Analyzing Student Learning**
   
a) Identify the specific standards/objectives and central focus from the learning segment measured by the assessment chosen for analysis. Describe any changes from what was planned for this assessment as described in the lesson plans or in the [Planning commentary, prompt 5](#).

b) Respond to prompts below to create a summary of student learning relative to your evaluation criteria.
   1. Summarize students’ communicative proficiency performance in narrative and/or graphic form (e.g., table or chart).
   2. Discuss what students appear to understand well and where they continue to struggle, including any misunderstandings, errors, confusions, or needs (including a need for greater challenge).
   3. Consider common patterns across the class as well as groups of students with similar strengths or needs. Cite evidence to support your analysis from the three student work samples you selected.

c) Respond to prompts below by referencing your understanding of the two focus students:
   1. Describe each student’s individual learning strengths and challenges relative to the standards/objectives measured by the chosen assessment. Consider your knowledge of each student (e.g., prior knowledge of the content, primary language development, academic development, and/or special needs).
   2. After analyzing each student’s work sample, what conclusions did you make regarding their individual learning? Cite specific evidence to support your conclusions.

2. **Feedback to Guide Further Learning**
   
a) In what form did you submit your evidence of feedback (e.g., written directly on work samples, audio files, a time stamp reference for videorecording(s) in the Instruction task)? If submitted via video for Task 2, provide time stamp here.
b) How did feedback provided to each focus student address individual student needs and learning objectives? Reference specific evidence in the submitted feedback to support your explanation.

c) What opportunities were/will be provided for students to apply the feedback to improve their work, either within the learning segment or at a later time?

3. Using Assessment to Inform Instruction

For prompts below, consider what you know about your students and the effectiveness of your instruction when designing next steps. Be sure to connect your next steps to your analysis of the student performances.

a) Based on your analysis of student performance on this assessment, describe next steps for instruction for the whole class.

b) Describe any individualized next steps for the two focus students.

c) Explain how these next steps follow from your analysis of the student performances.

Assessment Rubrics – WL 6, WL 7, and WL 8
Task 4: Analyzing Teaching

What to Think About

The Analyzing Teaching task asks you to reflect on your experiences teaching the learning segment and to consider what you have learned about your teaching and the learning of your students. You will provide evidence of your ability to analyze the effectiveness of your teaching and propose changes that would have better supported the learning of your diverse students. Think about what you learned from your experiences teaching each day of the learning segment and the analyses and commentaries you have provided throughout this assessment. What worked? What didn't? For whom? And why? What is your evidence?

What Do I Need to Do?

- Review your notes and reflections recorded throughout the learning segment and analyze what you have learned about your teaching, your students and their learning.
- Respond to the Analyzing Teaching commentary prompt by explaining what you would do differently, given the opportunity to teach these lessons again to the same group of students.

What Do I Need to Write?

Analyzing Teaching Commentary

Use the Analyzing Teaching Commentary to write a commentary of no more than two single spaced pages (including prompts) in response to the following prompts.

1. If you could teach these lessons to the same group of students again, what are two or three things you would do differently to improve the learning of these students based on their varied needs and characteristics? Consider missed opportunities and other aspects of planning, instruction and/or assessment.

2. Citing evidence from your experience teaching this learning segment, explain why you would expect these changes to make a difference in student learning.

Analyzing Teaching Rubric WL9
# Rubrics

## Planning Rubrics

<table>
<thead>
<tr>
<th>PLANNING: PLANNING FOR WORLD LANGUAGE PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>WL1: How do the candidate’s plans support student development of communicative proficiency in the target language in a meaningful cultural context?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards, objectives learning tasks and materials are <strong>not aligned with each other</strong>.</td>
<td>Standards, objectives, learning tasks and materials are <strong>loosely or inconsistently aligned with each other</strong>.</td>
<td>Standards, objectives, learning tasks and materials are <strong>consistently aligned</strong> with each other and with the central focus for the learning segment.</td>
<td>Standards, objectives, learning tasks and materials are consistently aligned with each other and with the central focus. Learning objectives clearly define measurable outcomes for student learning.</td>
<td>Standards, objectives, learning tasks and materials are consistently aligned with the central focus. Learning objectives clearly define measurable outcomes for student learning.</td>
</tr>
</tbody>
</table>
| Candidate’s plans **focus solely on** designated vocabulary and grammar with **no connections** to production/comprehension of the target language in context.  
OR  
There are significant content inaccuracies that will lead to student misunderstandings. | Plans for instruction support student understandings of the designated vocabulary and grammar, with **vague connections** to production/comprehension of the target language. | Plans for instruction build on each other to support active use and understanding of the designated language functions, vocabulary and grammar with **clear connections** to production/comprehension of the target language in cultural context. | Plans for instruction build on each other to support use and understanding of the designated language functions, vocabulary and grammar with **meaningful** connections to production/comprehension of the target language in cultural context. | Plans for instruction build on each other to lead students to **make** clear and meaningful connections among designated language functions, vocabulary and grammar. Students engage in active production/comprehension of the target language in cultural context. |

**NOTE:** Text representing differences between adjacent score levels is bolded. Evidence that does not meet Level 1 criteria is scored at Level 1.

---

For the TPA, communicative proficiency includes both receptive (listening and reading) and productive (speaking and writing) communications.
## PLANNING: USING KNOWLEDGE OF STUDENTS TO INFORM TEACHING AND LEARNING

**WL2**: How does the candidate use knowledge of his/her students to target support for students’ development of communicative proficiency\(^2\) in the target language in a meaningful cultural contexts?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning tasks <strong>do not</strong> reflect characteristics of students’ prior learning and experience.</td>
<td>Learning tasks <strong>reflect</strong> general characteristics of students’ prior learning and experience.</td>
<td>Learning tasks <strong>draw on</strong> students’ prior learning and experience <strong>AND</strong> social/emotional development or interests.</td>
<td>Learning tasks draw upon students’ prior learning and experience, social/emotional development, <strong>and interests</strong>.</td>
<td>Learning tasks draw upon and <strong>engage students in examining their own strengths</strong> from prior learning and experience, social/emotional development, and interests.</td>
</tr>
<tr>
<td>There are <strong>no planned supports</strong> for students with varied needs.</td>
<td>Planned support consists of <strong>general strategies</strong> loosely tied to learning objectives or the central focus of the learning segment.</td>
<td>Planned support includes tasks/materials and/or scaffolding tied to learning objectives and the central focus <strong>with attention to the characteristics of the class as a whole and to requirements in IEPs and 504 plans</strong>.</td>
<td>Planned support includes a variety of tasks/materials and scaffolding tied to specific learning objectives and the central focus. <strong>Supports address the needs of specific individuals or groups with similar needs and include strategies to surface and respond to common errors and misunderstandings.</strong></td>
<td>Planned support includes <strong>multiple ways of engaging with content</strong> that support students to meet specific standards/objectives within the central focus. <strong>Support is specifically designed to address a variety of student learning strengths and needs, and include specific strategies to surface and respond to common errors and misunderstandings.</strong></td>
</tr>
</tbody>
</table>

---

\(^2\) For the TPA, communicative proficiency includes both receptive (listening and reading) and productive (speaking and writing) communications.

\(^3\) “Prior learning and experience” includes students’ academic content knowledge, language development, family/cultural assets, and lived experiences.
| Candidate’s justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds. | Candidate justifies learning tasks with limited attention to students’ prior learning and experience. | Candidate uses examples of students’ prior learning and experience to justify why learning tasks (or their adaptations) are appropriate. | Candidate uses examples from their students’ prior learning and experience AND relevant research/theory to justify why learning tasks (or their adaptation) are appropriate. | Candidate justifies learning tasks by explaining their appropriateness for students’ prior learning and experience and anticipated effects on new learning with support from relevant research and/or theory. |
### PLANNING: PLANNING ASSESSMENTS TO MONITOR AND SUPPORT STUDENT LEARNING

**WL3:** How are the informal and formal assessments selected or designed to provide evidence of student progress toward the standards/objectives as well as students’ development of communicative proficiency\(^4\) in the target language in a meaningful cultural context?

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<tr>
<th>Level 1</th>
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<th>Level 3</th>
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</thead>
<tbody>
<tr>
<td>The set of assessments are <strong>not aligned to the standards and learning objectives</strong> and will provide little or no evidence of students’ development of communicative proficiency in cultural context.</td>
<td>The set of assessments are loosely aligned to the standards and objectives, and <strong>provide limited evidence to monitor students’ development of communicative proficiency in cultural context at different points</strong> in the learning segment.</td>
<td>The set of assessments are <strong>aligned</strong> to the standards and objectives, and provide evidence for monitoring students’ development of communicative proficiency in cultural context <strong>at different points</strong> in the learning segment.</td>
<td>The set of assessments are <strong>aligned</strong> to the standards and objectives, and provide <strong>multiple forms of evidence for monitoring students’ development of communicative proficiency in cultural context throughout the learning segment.</strong></td>
<td>The set of assessments are <strong>strategically designed</strong> to provide multiple forms of evidence for monitoring student progress toward developing communicative proficiency in cultural context relative to the standards and objectives throughout the learning segment.</td>
</tr>
</tbody>
</table>

**OR**

Assessment accommodations or modifications required by IEP or 504 plans are **NOT made.**

---

\(^4\) For the TPA, communicative proficiency includes both receptive (listening and reading) and productive (speaking and writing) communications.
### INSTRUCTION: ENGAGING STUDENTS IN LEARNING

**WL4:** How does the candidate actively engage students in developing their abilities to communicate in the target language in culturally appropriate ways?

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<tr>
<th>Level 1</th>
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<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the clips, students are passive or inattentive and/or opportunities for using the target language are limited.</td>
<td>In the clips, students are participating in activities that provide opportunities to use the target language isolated from a meaningful context.</td>
<td>In the clips, students are intellectually engaged in activities that provide opportunities for student-student interaction by using the target language in a cultural context.</td>
<td>In the clips, students are intellectually engaged in activities through student-student interactions and authentic input from students to develop communicative proficiency in the target language in a cultural context.</td>
<td>In the clips, students are intellectually engaged in activities tailored to specific student needs through student-student interactions and authentic input from students to develop communicative proficiency in the target language in a cultural context.</td>
</tr>
</tbody>
</table>

There is little to no evidence that candidate attends to students’ prior learning and experience.

Candidate attempts to link new content to students’ prior learning and experience, **but the links are unrelated to the focus and purpose of the communicative tasks or cause student confusion.**

Candidate links new content **to students’ prior learning and experience as well as to the purposes of the communicative tasks.**

Candidate makes links between new content and students’ prior learning and experience in ways that **support the development of communicative proficiency in the target language.**

Candidate prompts students to make links between new content and their prior learning and experience in ways that **deepen and further the development of communicative proficiency in the target language.**

**OR**

Student misbehavior or candidate’s disrespect for one or more students severely limits students’ engagement in learning.

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</table>
### INSTRUCTION: DEEPENING STUDENT LEARNING

**WL5**: How does the candidate elicit and monitor students’ responses to develop their abilities to communicate in the target language in culturally appropriate ways?

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<th>Level 1</th>
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<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate talks throughout the clips and <strong>students provide few responses</strong>.</td>
<td><strong>Candidate asks surface-level questions</strong> and evaluates student responses as correct or incorrect solely with respect to grammar and vocabulary.</td>
<td><strong>Candidate elicits student responses related to use of the target language that require going beyond the correct usage of grammar and vocabulary.</strong></td>
<td><strong>Candidate elicits and builds on students’ responses to improve understanding of communicative proficiency in a cultural context.</strong></td>
<td>All components of Level 4 plus,<strong>The candidate provides explicit models, opportunities for practice, and feedback</strong> so students can use language (associated with the language demand) to express, develop, and demonstrate content understandings.</td>
</tr>
</tbody>
</table>

- The candidate stays focused on vocabulary/grammar **with no attention** to language function/form or production/comprehension of the target language in cultural context.

  - OR
  - Materials or candidate responses include **significant content inaccuracies** that will lead to student misunderstandings.

| Language and/or content is **oversimplified** to the point of limiting student access to the core content of the learning segment. | **The candidate provides limited support for students** to meet the selected language demand of the learning segment. | **The candidate provides support so students can use language associated with the selected language demand necessary to engage in language tasks.** | **The candidate provides explicit models and opportunities for practice so students can use language (associated with the language demand) to express and demonstrate content understandings.** |

  - The candidate provides explicit models and opportunities for practice so students can use language (associated with the language demand) to express and demonstrate content understandings.
Assessment Rubrics

### ASSESSMENT: ANALYZING STUDENT WORK

**WL6:** How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?

<table>
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<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria are <strong>not aligned with</strong> the identified standards/objectives.</td>
<td>Criteria are <strong>generally aligned with the standards/objectives</strong> from the learning segment.</td>
<td>Criteria are <strong>clearly aligned with standards/objectives</strong> from the learning segment.</td>
<td>Criteria are clearly aligned with standards/objectives from the learning segment. Criteria indicate qualitative differences in student performance.</td>
<td>All components of Level 4 plus: The candidate is able to identify areas of strength in a predominantly weak performance and/or areas for improvement in a predominantly strong one.</td>
</tr>
<tr>
<td>The analysis is <strong>superficial and/or vaguely connected</strong> to identified standards and objectives.</td>
<td>The analysis <strong>focuses only on student errors in relation to identified standards/objectives.</strong></td>
<td>The analysis <strong>focuses on listing what students did right and wrong</strong> in relation to the development of communicative proficiency in cultural context for identified standards/objectives.</td>
<td>The analysis <strong>focuses on patterns of student understandings, skills, and misunderstandings</strong> in relation to identified standards and learning objectives. The analysis uses these patterns to understand student thinking.</td>
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</table>

**OR**

The conclusions in the analysis are **not supported** by either student work samples or the summary of performance.

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</thead>
<tbody>
<tr>
<td>The analysis is <strong>supported by work samples and the summary of performance in a general way.</strong></td>
<td>The analysis is supported by work samples and the summary of performance, with attention to <strong>some differences in whole class learning</strong> of different aspects of the content assessed.</td>
<td>The analysis is supported by work samples and the summary of performance, as well as <strong>references to evidence in work samples to identify specific patterns of learning for individuals or groups.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ASSESSMENT: USING FEEDBACK TO GUIDE FURTHER LEARNING

**WL7: How does the candidate provide students feedback to guide their further learning?**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback is unrelated to the learning objectives.</td>
<td>Feedback focuses solely on identifying grammatical errors aligned with the learning objectives.</td>
<td>Feedback accurately identifies general areas for what students did well and what they need to improve related to specific learning objectives.</td>
<td>Feedback is clear, specific and accurate, helps the student understand what s/he did well, and provides guidance for improvement.</td>
<td>All components of level 4 plus: Candidate describes how students will use feedback to develop targeted language in cultural context and to evaluate their own work.</td>
</tr>
</tbody>
</table>

**Opportunities for applying feedback are not described.** | Candidate describes how students will correct their errors. | Candidate describes how students will use feedback to improve their performance. | Candidate describes how students will use feedback to further develop and use targeted language in cultural context. | |

**OR**

The feedback contains significant content inaccuracies.
## ASSESSMENT: USING ASSESSMENT TO INFORM INSTRUCTION

**WL8: How does the candidate use conclusions about what students know and are able to do to plan next steps in instruction?**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
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<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Next steps do not follow</strong> from the analysis.</td>
<td><strong>Next steps focus on re-teaching, pacing, or classroom management issues.</strong></td>
<td><strong>Next steps propose general support that improves student performance related to the standards and learning objectives assessed.</strong></td>
<td><strong>Next steps provide targeted support to individuals and groups to improve their performance relative to the standards and learning objectives assessed.</strong></td>
<td><strong>Next steps provide targeted support to individuals and groups to improve their performance relative to the standards and learning objectives assessed.</strong></td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td><strong>OR</strong></td>
<td></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>Next steps are <strong>not relevant to the standards and learning objectives</strong> assessed.</td>
<td></td>
<td>Next steps are <strong>not described in sufficient detail</strong> to understand them.</td>
<td></td>
<td>Next steps extend student learning <strong>beyond what was assessed</strong> in the learning segment.</td>
</tr>
<tr>
<td><strong>OR</strong></td>
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</table>


# Analyzing Teaching Rubric

## Analyzing Teaching Effectiveness

**WL9:** How does the candidate use evidence to evaluate and change teaching practice to meet the varied learning needs?

<table>
<thead>
<tr>
<th>Level 1</th>
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<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate proposes changes unrelated to knowledge of students and their learning.</strong></td>
<td>Proposed changes are focused primarily on improving directions for learning tasks or time management.</td>
<td>Proposed changes address students’ collective learning needs related to standards/objectives.</td>
<td>Proposed changes address some individual and collective learning needs related to standards/objectives.</td>
<td>Changes in teaching practice are specific and strategic to improve individual and collective student understanding of standards/objectives.</td>
</tr>
</tbody>
</table>
| **OR** | **Candidate does not propose any changes.** | Candidate proposes changes that are loosely related to student learning evidence OR are superficially related to knowledge of students’ prior learning and experiences. | Candidate cites evidence of student learning OR knowledge of students’ prior learning and experiences to explain changes to teaching practices. | Candidate explains changes to teaching practices by citing:  
- examples of successful and unsuccessful teaching practices  
- evidence of learning  
- knowledge of students’ prior learning and experiences | Candidate justifies changes to teaching practices by citing:  
- examples of successful and unsuccessful teaching practices  
- analysis of learning evidence  
- nuanced knowledge of students’ prior learning and experiences |
| Candidate identifies evidence (from video clip or assessment data) **unrelated to** the identified language demand. | Candidate identifies **limited evidence** (from video clip or assessment data) that **students had an opportunity to understand and use the target language in context.** | Candidate identifies evidence (from video clip or assessment data) that **students had an opportunity to understand and use the target language in context.** | Candidate identifies evidence (from video clip or assessment data) that **students** with varied strengths and needs **are understanding and using targeted academic language in ways that support their communicative competence development in the target language in context.** | Candidate identifies evidence (from video clip or assessment data) that **students** are understanding and using targeted academic language in ways that support their communicative competence development in the target language in context. |
Sample Evidence Chart (World Language)

The Field Test Final Evidence Chart will include:
- Final response length guidelines
- Final file names

<table>
<thead>
<tr>
<th>Files to Submit</th>
<th>Template Provided</th>
<th>Supported File Types</th>
<th>File Name</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context Form</td>
<td>Yes</td>
<td>.doc; .docx; .odt.; pdf</td>
<td>WL_Context_Inf_template.</td>
<td>Completed form should not exceed 2 pages</td>
<td>None</td>
</tr>
<tr>
<td>Lesson Plans and Instructional Materials</td>
<td>No</td>
<td>.doc; .docx; .odt.; .pdf</td>
<td>WL_Lesson_1, WL_Lesson_2, WL_Lesson_3; etc.</td>
<td>Lesson plans, plus no more than 5 additional pages of KEY instructional materials, assessment tools/procedures per lesson plan.</td>
<td>Label each lesson plan separately (WL_Lesson_1_, WL_Lesson_2, etc).</td>
</tr>
<tr>
<td>Planning Commentary</td>
<td>yes</td>
<td>.doc; .docx; .odt.; pdf</td>
<td>WL_Planning_Com_template</td>
<td>No more than 9 pages, including the prompts.</td>
<td>Arial 11-point type.                                          Single spaced with 1” margins on all sides.</td>
</tr>
<tr>
<td>Files to Submit</td>
<td>Template Provided</td>
<td>Supported File Types</td>
<td>File Name</td>
<td>Response Length</td>
<td>Additional Information</td>
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</tbody>
</table>
| Video clips             | no                | flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v, 3gp       | WL_Lesson_1_Clip_1 (and, if necessary), WL_Lesson_1_Clip_2 | 2 video clips, **no more than ten minutes each.** Total running time should be no more than 20 minutes. | Clips should include:  
  • Interactions between you and your students that are visible and clearly heard.  
  • Either the whole class or a targeted group of students.  
  Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults that appear on the video. |
| Instruction Commentary  | yes               | .doc; .docx; .odt.; pdf | WL_Instruction_Com_template                  | No more than 4 pages of commentary, including the prompts.                      | If needed, include up to 2 pages of transcription of writing on the board/overhead or walls that students are using in a clip but which cannot be seen in the video. |
|                         |                   |                      |                                              |                                                                               | Arial 11-point type.  
  Single spaced with 1” margins on all sides |
<table>
<thead>
<tr>
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<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Work Samples and Feedback evidence</td>
<td>no</td>
<td>For Student Work Samples and Feedback (written on the work samples): .doc; .docx; .odt.; pdf</td>
<td>WL_Work_Sample_1; WL_Work_Sample_2; and WL_Work_Sample_3.</td>
<td>Where the # represents the Student who created the work Sample.</td>
<td>Use correction fluid, tape, or a felt-tip marker to mask or remove students’ names, your name, and the name of the school before copying/scanning the work samples. If your students use transitional spelling, and/or the writing is illegible please write a translation directly on the work sample.</td>
</tr>
<tr>
<td>Feedback Evidence (if not written on the work samples)</td>
<td>no</td>
<td>For Written feedback not written on the work samples: .doc; .docx; .odt.; pdf</td>
<td>Match the evidence to the student work samples by labeling the file with the corresponding work sample number, e.g., WL_Work_Sample_3_Feedback</td>
<td>If feedback is submitted as a video recording from the Instruction Task, provide the time stamp reference in the appropriate prompt within the Assessment commentary.</td>
<td></td>
</tr>
</tbody>
</table>

For Audio feedback: flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma

For video feedback: flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v, 3gp
## Task 3: Artifacts and Commentary Specifications

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<thead>
<tr>
<th>Files to Submit</th>
<th>Template Provided</th>
<th>Supported File Types</th>
<th>File Name</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Commentary</td>
<td>Yes</td>
<td>.doc; .docx; .odt.; pdf</td>
<td>WL_Assessment_Com_template</td>
<td>No more than 8 pages, including the prompts.</td>
<td>Include the evaluation criteria and clarification of directions/prompts for the chosen assessment (if not clear from the student work samples) and attach (2 pages max) to the end of the Assessment Commentary.</td>
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<td>Arial 11-point type.</td>
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## Task 4: Artifacts and Commentary Specifications

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<th>Files to Submit</th>
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<th>File Name</th>
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<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing Teaching Commentary</td>
<td>yes</td>
<td>.doc; .docx; .odt.; pdf</td>
<td>WL_AT_Comm_template</td>
<td>No more than 2 pages of commentary, including the prompts.</td>
<td>Include examples from notes you recorded throughout the learning segment, when responding these commentary prompts.</td>
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</table>
Glossary of Terms for World Language

**Academic language** is oral and written language used for academic purposes. It is the language necessary for students to learn content in schools. Academic language is the means by which students develop and express content understandings. Academic language includes the “language of the discipline” (vocabulary and functions and forms of language associated with learning outcomes in a particular subject) and the “instructional language” used to engage students’ in learning content.

**Assessment (formal and informal):** Refers to all those activities undertaken by teachers, and by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. (See Black & Wiliam, 1998.) Assessments provide evidence of students’ prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include such things as student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include such things as quizzes, homework assignments, oral reports, papers, journals, and projects.

**Assessment Tools/Procedure:** Any method for strategically gathering evidence of student learning (e.g., observing students as they work, posing questions, or more formal written assessments that include evaluation criteria (e.g., rubrics).

**Central Focus:** Is a statement or phrase 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 big idea or essential question used in a longer unit of instruction, but it should represent a focus beyond facts and skills. For example, the central focus for a world language learning segment might be recognizing or constructing equivalent fractions or equivalencies. The learning segment would focus on conceptual understanding and the associated computational/procedural understandings and reasoning/problem solving skills.

**Communication:** According to the Standards for Foreign Language Learning, the current organizing principle for world language teaching and learning practices is communication, which highlights not only the what (vocabulary) and how (grammar) of the target language, but also the why, the whom, and the when to say what to whom when using the target language. Grammar and vocabulary are still essential tools for communication; however, it is the actual use of grammar and vocabulary to communicate in meaningful and culturally appropriate ways with users of other languages that is the main goal of world language education in the 21st century.

**Communicative Proficiency:** The ability to use language for real-world purposes in meaningful and culturally significant contexts. According to the Standards for Foreign Language Learning, the development of student communicative proficiency will include the promotion of five main goal areas in language education: 1) communication, 2) cultures, 3) connections among different languages and cultures, 4) comparisons and contrasts with the language and cultural practices being studied allowing for the awareness of multiple perspectives in the world, and 5) communities to promote participation in multilingual and diverse contexts in culturally appropriate ways. The role of the teacher is to design environments that support the attainment and engagement with all these areas, enabling the
students to effectively deploy linguistic, interpersonal, and sociocultural knowledge to communicate with others in the target language.

**Contexts:** Meaningful cultural contexts encompass socio-cultural practices in the world language classroom, in home and community, as well as in target society and/or cultures that speak the target language. Teachers provide a meaningful cultural context whenever they use authentic input (see definition of input).

**Culturally appropriate:** Ways, behaviors, and practices widely accepted to members of a group.

**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. Intellectual 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:** Evaluation criteria are 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 on an assessment. 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 vs. partial credit. Evaluation criteria may examine correctness/accuracy, cognitive complexity, sophistication or elaboration of responses, or quality of explanations.

**Instructional language:** Language teachers use to direct student engagement in learning (task directions, routines, questions, explanations, etc.) AND language that students need to participate with each other in a learning activity, task or discussion (questions, explanations, etc. used in whole class, small group, or partner interactions). Instructional language may or may not be subject specific.

**Input:** The classroom materials and texts (oral or written) through which learners gain access to the target language. In a functional approach to language teaching, emphasis is given to meaningful and authentic input as well as input generated by students in interaction and collaboration. Examples of authentic input might include musical videos, movies and other short films/video clips, songs, newspaper articles, dialogues created by students, student writing and journals, poems, literary work, etc.

**Language Demands:** Specific ways language will need to be used by students to participate in learning tasks and demonstrate their learning. Language demands vary by discipline and language function/form.

**Language Development:** Students’ language abilities in terms of speaking, listening, reading, and writing skills. All students, including high performing students, can improve their academic language proficiency in terms of precise language choices, more clear and/or complex communication, and greater fluency with discipline-specific language.

**Language Forms:** Structures or ways of organizing oral or written language serve a particular function. Language forms can be at the sentence level, paragraph or symbolic level. If the function is to compare, then appropriate language forms could include Venn diagrams or pattern sentences like “The _____ is longer/larger/heavier than the ______.” If the function is to greet, then appropriate language forms could include a role-play or simulation asking students to use culturally appropriate greeting expressions (e.g., in English: “hi” “how are you?” “nice to meet you” etc.)
**Language Functions:** For oral and written language in classrooms, the function is the purpose the language is intended to achieve. Functions consist of what speakers do and accomplish by using language in meaningful contexts. Common interpersonal language functions include greeting, expressing likes and dislikes, making requests, giving and receiving information, initiating and ending conversations, etc. Common academic language functions include defining, classifying, comparing/contrasting, explaining, arguing, interpreting, and evaluating ideas. To help you find the functions in your learning segment, remember that functions are associated with verbs (i.e., actions) found in your learning outcome statements.

**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.

**Meaningful:** Meaning is paramount in a functional approach to language teaching and learning. In other words, authentic uses of language for communicative purposes are emphasized over the manipulation of linguistic forms in isolation. In addition, the role of the learner is active in creating meaning.

**Prior learning and experience:** Includes students’ academic content knowledge, language development, social/emotional development, family/cultural assets, interests and lived experiences.

**Scaffolding:** A special type of instructional support to allow students to do a task that they cannot yet do independently. Like scaffolding for buildings under construction, the support is designed to be temporary and to be removed or gradually reduced as students learn to do the task by themselves.

**Social and Emotional Development:** Refers the ways in which children and adolescents develop understandings of self and others. Milestones at various levels of development include identity formation, self-awareness/self concept, pro-social behavior, peer relationships, social responsibility, and moral reasoning.

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

**Task:** Language tasks are designed and organized primarily around language functions and not forms. Context is central to the creation of tasks and the goal is to convey meaning rather than manipulate forms in isolation. Language tasks include some form of input (a text, a film, a dialogue, a song, a picture, etc.), communicative purpose, context or setting, roles (the parts teacher and students play), and activity (what the learners do with the input to accomplish the task).
Context for Learning Information

The Context for Learning Information is included in this Pre-Release Handbook. It will be moved to a template in the Field Test Final Handbook.

About the School Where You Are Teaching
1. In what type of school do you teach?
   - Elementary school
   - Middle school
   - Other (please describe)

2. List any special features of your school or classroom setting (e.g., supporting English Learners in English Only classrooms, focused on the socialization of recent immigrants as well as on language skills) that will affect your teaching in this 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 Assessment
1. What is the name of the course? ______________________________

2. What is the length of the course?
   - One semester
   - One year
   - Other (please describe) ______________________________

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)? ______________________________

4. Is there any ability grouping or tracking? If so, please describe how it affects your class.

5. Identify any textbook or instructional program you primarily use for language instruction. If a textbook, please provide the title, publisher, and date of publication.

6. List other resources (e.g., interactive whiteboard, manipulatives, on-line resources) you use for language instruction in this class.

About the Students in the Class Featured in This Assessment
1. Grade level composition (e.g., all seventh grade; 2 sophomores and 30 juniors)

2. Number of
   - students in the class ______
   - males ______females ______
   - English language learners______
   - students with Individualized Education Programs (IEPs) or 504 plans______
3. The primary language of students is:
   - Target language______
   - English______
   - A third language______

4. Complete the chart below to summarize required accommodations or modifications for students receiving special education services and/or students who are gifted and talented as they will affect your mathematics instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first row has been completed in italics as an example. Use as many rows as you need.

<table>
<thead>
<tr>
<th>Special Education Category</th>
<th>Number of Students</th>
<th>Accommodations, Modifications and/or Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Learning Disability</td>
<td>Example: 4</td>
<td>Example: Close monitoring, follow up, and Resource Room</td>
</tr>
</tbody>
</table>
Sample Videorecording Guidelines

- Provide two video clips of no more than ten minutes each.
- The first clip should illustrate what you did as a teacher to design meaningful and collaborative language tasks to introduce one or more language functions and key words or grammatical structures or text types to your students in cultural context. The second clip should highlight your role in promoting communication and collaboration between students in the target language.
- The clips should also include interactions among you and your students and your responses to students’ use of the target language, questions, and needs.
- A video clip should be continuous and unedited, with no interruption in the events.
- The clips can feature either the whole class or a targeted group of students within the class.
- Both you and your students should be visible and clearly heard on the videorecording submitted.
- Tips for videorecording your class are available from your program.
- Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults that appear on the video.