



ETS Performance Assessment for Teacher Leaders (PATL)

Task 2: Research for the Improvement of Practice

Rubric for Step 1: The Research Process (Textbox 2.1.1)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1-level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate's ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues; and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the</p>	<p>A response at the 2-level provides <i>partial</i> evidence that demonstrates the teacher leader candidate's ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues; and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the research process with both</p>	<p>A response at the 3-level provides <i>effective</i> evidence that demonstrates the teacher leader candidate's ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues; and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the</p>	<p>A response at the 4-level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate's ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues; and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the</p>



Rubric for Step 1 (continued)

<p>research process with both individuals and the group; and to guide colleagues to collaborate with an educational organization or organizations that have researched related issues.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 1. Evidence may also be missing.</p>	<p>individuals and the group; and to guide colleagues to collaborate with an educational organization or organizations that have researched related issues.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 1.</p>	<p>research process with both individuals and the group; and to guide colleagues to collaborate with an educational organization or organizations that have researched related issues.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.</p>	<p>research process with both individuals and the group; and to guide colleagues to collaborate with an educational organization or organizations that have researched related issues.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 1.</p>
<p style="text-align: center;">Score of 0 for Step 1</p> <p>If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 1 for at least one of the following reasons.</p> <ul style="list-style-type: none"> • No written response is in the Task 2—Step 1 textbox. • The written response does not address any of the guiding prompts for Task 2—Step 1. 			



Response for Textbox 2.1.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>little or no</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues • <i>trivial</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject • <i>little or no</i> evidence of guiding colleagues to collaborate in the design of the plan for research • <i>minimal</i> evidence of guiding colleagues in the process of accessing and using research • <i>little or no</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group • <i>unclear</i> evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>inconsistent</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues • <i>limited</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject • <i>vague</i> evidence of guiding colleagues to collaborate in the design of the plan for research • <i>incomplete</i> evidence of guiding colleagues in the process of accessing and using research • <i>incomplete</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group • <i>incomplete</i> evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>effective</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues • <i>informed</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject • <i>appropriate</i> evidence of guiding colleagues to collaborate in the design of the plan for research • <i>effective</i> evidence of guiding colleagues in the process of accessing and using research • <i>relevant</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group • <i>relevant</i> evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues • <i>insightful</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject • <i>extensive</i> evidence of guiding colleagues to collaborate in the design of the plan for research • <i>significant</i> evidence of guiding colleagues in the process of accessing and using research • <i>through</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group • <i>in-depth</i> evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues



Rubric for Step 2: Data Analysis and Application (Textbox 2.2.1)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1-level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate’s ability to facilitate colleagues’ analysis of the resulting curriculum-based data and their application of the data findings to impact student learning.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 2. Evidence may also be missing.</p>	<p>A response at the 2-level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to facilitate colleagues’ analysis of the resulting curriculum-based data and their application of the data findings to impact student learning.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 2.</p>	<p>A response at the 3-level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to facilitate colleagues’ analysis of the resulting curriculum-based data and their application of the data findings to impact student learning.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 2.</p>	<p>A response at the 4-level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to facilitate colleagues’ analysis of the resulting curriculum-based data and their application of the data findings to impact student learning.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 2.</p>
<p style="text-align: center;">Score of 0 for Step 2</p> <p>If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 2 for at least one of the following reasons.</p> <ul style="list-style-type: none"> • No written response is in the Task 2—Step 2 textbox. • The written response does not address any of the guiding prompts for Task 2—Step 2. • The artifact attachment contains only hyperlinks. • None of the following required artifacts are acceptable or attached to any of the Task 2 textboxes. <ul style="list-style-type: none"> ○ Representative sample of data (e.g., the data chart) collected from the research process 			



Response for Textbox 2.2.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>trivial</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>partial</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>effective</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>insightful</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning



Rubric for Step 3: Student Learning and Professional Practice (Textbox 2.3.1)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1-level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate’s ability to determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues’ ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 3. Evidence may also be missing.</p>	<p>A response at the 2-level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues’ ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 3.</p>	<p>A response at the 3-level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues’ ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 3.</p>	<p>A response at the 4-level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues’ ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 3.</p>



Rubric for Step 3 (continued)

Score of 0 for Step 3

If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 3 for at least one of the following reasons.

- **No written response is in the Task 2—Step 3 textbox.**
- **The written response does not address any of the guiding prompts for Task 2—Step 3.**
- **The artifact attachment contains only hyperlinks.**
- **None of the following required artifacts are acceptable or attached to any of the Task 2 textboxes.**
 - Representative pages from any of the following sources:
 - E-mails or other forms of communication that show interaction with individuals and/or groups of colleagues related to the research efforts
 - feedback (e.g., e-mails, letters, participant-created forms) from colleagues concerning the research process



Response for Textbox 2.3.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>little or no</i> evidence of the curriculum-based research process's effect on student learning • <i>ineffective</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice • <i>minimal</i> evidence that the impact of the research process on professional learning is ongoing 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>cursory</i> evidence of the curriculum-based research process's effect on student learning • <i>limited</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice • <i>incomplete</i> evidence that the impact of the research process on professional learning is ongoing 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>informed</i> evidence of the curriculum-based research process's effect on student learning • <i>logical</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice • <i>appropriate</i> evidence that the impact of the research process on professional learning is ongoing 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>in-depth</i> evidence of the curriculum-based research process's effect on student learning • <i>significant</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice • <i>thorough</i> evidence that the impact of the research process on professional learning is ongoing



Rubric for Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>disconnected</i> and/or <i>trivial</i> examples to support the responses	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>loosely connected</i> and/or <i> cursory</i> examples to support the responses	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>connected</i> and <i>effective</i> examples to support the responses	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>tightly connected</i> and <i>detailed</i> examples to support the responses

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