



PPAT[®] Assessment

Task 3 Designing Instruction for Student Learning

Rubric for Step 1: Planning the Lesson (textboxes 3.1.1, 3.1.2, 3.1.3, and 3.1.4)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides <i>minimal</i> evidence that effectively demonstrates the teacher candidate's ability to identify and describe a learning theory/method and tell how it will be used to guide the planning process; to select learning goals and content standards, both state and national, to guide the planned learning activities; to select a content focus and identify related content that students have previously encountered as well as identify and address difficulties students may encounter with the content; to select different instructional strategies connected to the learning goal(s) to engage students in the lesson and to use individual, small-group, and/or whole-group instruction to facilitate student	A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher candidate's ability to identify and describe a learning theory/method and tell how it will be used to guide the planning process; to select learning goals and content standards, both state and national, to guide the planned learning activities; to select a content focus and identify related content that students have previously encountered as well as identify and address difficulties students may encounter with the content; to select different instructional strategies connected to the learning goal(s) to engage students in the lesson and to use individual, small-group, and/or whole-group instruction to facilitate student	A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher candidate's ability to identify and describe a learning theory/method and tell how it will be used to guide the planning process; to select learning goals and content standards, state and/or national, to guide the planned learning activities; to select a content focus and identify related content that students have previously encountered as well as identify and address difficulties students may encounter with the content; to select different instructional strategies connected to the learning goal(s) to engage students in the lesson and to use individual, small-group, and/or whole-group instruction to facilitate student	A response at the 4 level provides <i>consistent</i> evidence that demonstrates the teacher candidate's ability to identify and describe a learning theory/method and tell how it will be used to guide the planning process; to select learning goals and content standards, both state and national, to guide the planned learning activities; to select a content focus and identify related content that students have previously encountered as well as identify and address difficulties students may encounter with the content; to select different instructional strategies connected to the learning goal(s) to engage students in the lesson and to use individual, small-group, and/or whole-group instruction to facilitate student

Rubric - Designing Instruction for Student Learning – Task 3



Score of 1	Score of 2	Score of 3	Score of 4
<p>learning; to design learning activities that address student strengths and needs and are influenced by classroom demographics; and to identify materials, resources to support instruction and student learning; and to identify technology to enhance instruction and student learning in this lesson.</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>learning; to design learning activities that address student strengths and needs and are influenced by classroom demographics; and to identify materials, resources to support instruction and student learning; and to identify technology to enhance instruction and student learning in this lesson.</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>learning; to design learning activities that address student strengths and needs and are influenced by classroom demographics; and to identify materials, resources to support instruction and student learning; and to identify technology to enhance instruction and student learning in this lesson.</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>learning; to design learning activities that address student strengths and needs and are influenced by classroom demographics; and to identify materials, resources to support instruction and student learning; and to identify technology to enhance instruction and student learning in this lesson.</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 any of the Task 3—Step 1 textboxes. • The written response does not address any of the guiding prompts for Task 3—Step 1. • The artifact attachments contain only hyperlinks. • None of the required artifacts are acceptable or attached to any of the Task 3 textboxes. <ul style="list-style-type: none"> ○ Representative pages of a lesson plan for the whole class that includes the use of technology 			



Response for Textbox 3.1.1

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"> • a <i>misinformed</i> identification and description of a learning theory/method that guides the planning process with <i>minimal</i> explanation of its use • <i>minimal</i> identification of learning goal(s), content standards, state and/or national standards, and how they will guide the planned learning activities • <i>minimal</i> connections of the content focus of the lesson to the content students previously encountered • <i>irrelevant</i> identification of difficulties students may have with the content, with an <i>inappropriate</i> plan to address those difficulties 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i> cursory</i> identification and description of a learning theory/method that guides the planning process with a <i>limited</i> explanation of its use • <i>partial</i> identification of learning goal(s), content standards, state and/or national standards, and how they will guide the planned learning activities • <i>uneven</i> connections of the content focus of the lesson to the content students previously encountered • <i> cursory</i> identification of difficulties students may have with the content, with a <i>partial</i> plan to address those difficulties 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>appropriate</i> identification and description of a learning theory/method that guides the planning process with a <i>relevant</i> explanation of its use • <i>effective</i> identification of learning goal(s), content standards, state and/or national standards, and how they will guide the planned learning activities • <i>informed</i> connections of the content focus of the lesson to the content students previously encountered • an <i>appropriate</i> identification of difficulties students may have with the content, with a <i>relevant</i> plan to address those difficulties 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>significant</i> identification and description of a learning theory/method that guides the planning process with a <i>thorough</i> explanation of its use • <i>insightful</i> identification of learning goal(s), content standards, state and/or national standards, and how they will guide the planned learning activities • <i>thorough</i> connections of the content focus of the lesson to the content students previously encountered • <i>in-depth</i> identification of difficulties students may have with the content, with a <i>thorough</i> plan to address those difficulties



Response for Textbox 3.1.2

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> instructional strategies to promote student engagement and enhance learning, with <i>disconnected</i> rationales for the choice of each strategy • <i>little or no</i> connection of the instructional strategies to the learning goal(s) to facilitate student learning • <i>minimal</i> reasons for the choice of groupings (individual, small group, and/or whole group) to facilitate student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>partial</i> instructional strategies to promote student engagement and enhance learning, with <i>loosely connected</i> rationales for the choice of each strategy • a <i>vague</i> connection of the instructional strategies to the learning goal(s) to facilitate student learning • <i>inconsistent</i> reasons for the choice of groupings (individual, small group, and/or whole group) to facilitate student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>informed</i> instructional strategies to promote student engagement and enhance learning, with <i>appropriate</i> rationales for the choice of each strategy • an <i>effective</i> connection of the instructional strategies to the learning goal(s) to facilitate student learning • <i>logical</i> reasons for the choice of groupings (individual, small group, and/or whole group) to facilitate student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> instructional strategies to promote student engagement and enhance learning, with <i>extensive</i> rationales for the choice of each strategy • a <i>consistent</i> connection of the instructional strategies to the learning goal(s) to facilitate student learning • <i>insightful</i> reasons for the choice of groupings (individual, small group, and/or whole group) to facilitate student learning

Response for Textbox 3.1.3

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> explanation of learning activities planned for the lesson 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>limited</i> explanation of learning activities planned for the lesson 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>effective</i> explanation of learning activities planned for the lesson 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>extensive</i> explanation of learning activities planned for the lesson



Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> a <i>minimal</i> connection between the learning activities and how they address student strengths and needs an <i>ineffective</i> connection between the classroom demographics and the design of the learning activities 	<ul style="list-style-type: none"> a <i>limited</i> connection between the learning activities and how they address student strengths and needs a <i>partial</i> connection between the classroom demographics and the design of the learning activities 	<ul style="list-style-type: none"> an <i>appropriate</i> connection between the learning activities and how they address student strengths and needs an <i>appropriate</i> connection between the classroom demographics and the design of the learning activities 	<ul style="list-style-type: none"> a <i>thorough</i> connection between the learning activities and how they address student strengths and needs an <i>insightful</i> connection between the classroom demographics and the design of the learning activities

Response for Textbox 3.1.4

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"> an <i>illogical</i> choice of materials and resources to support instruction, with an <i>ineffective</i> rationale for each choice an <i>ineffective</i> choice of technology planned for use in the lesson with <i>little or no</i> connection to the enhancement of instruction or student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>limited</i> choice of materials and resources to support instruction, with a <i>vague</i> rationale for each choice a <i>cursory</i> choice of technology planned for use in the lesson, with a <i>limited</i> connection to the enhancement of instruction and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>logical</i> choice of materials and resources to support instruction and student learning, with an <i>appropriate</i> rationale for each choice an <i>effective</i> choice of technology planned for use in the lesson, with a <i>logical</i> connection to the enhancement of instruction and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>significant</i> choice of materials and resources to support instruction, with an <i>insightful</i> rationale for each choice a <i>significant</i> choice of technology planned for use in the lesson, with a <i>thorough</i> connection to the enhancement of instruction and student learning



Rubric for Step 2: The Focus Students (textbox 3.2.1)

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 candidate’s ability to identify two Focus Students who reflect different learning needs; to identify the learning strengths and challenges for each Focus Student related to the learning goal(s) of the lesson; to differentiate specific parts of the lesson to help each of the Focus Students to reach the learning goal(s) of the lesson; and to plan to collect evidence that will show each Focus Student’s progress toward the learning goal(s).</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 candidate’s ability to identify two Focus Students who reflect different learning needs; to identify the learning strengths and challenges for each Focus Student related to the learning goal(s) of the lesson; to differentiate specific parts of the lesson to help each of the Focus Students to reach the learning goal(s) of the lesson; and to plan to collect evidence that will show each Focus Student’s progress toward the learning goal(s).</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 candidate’s ability to identify two Focus Students who reflect different learning needs; to identify the learning strengths and challenges for each Focus Student related to the learning goal(s) of the lesson; to differentiate specific parts of the lesson to help each of the Focus Students to reach the learning goal(s) of the lesson; and to plan to collect evidence that will show each Focus Student’s progress toward the learning goal(s).</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>consistent</i> evidence that demonstrates the teacher candidate’s ability to identify two Focus Students who reflect different learning needs; to identify the learning strengths and challenges for each Focus Student related to the learning goal(s) of the lesson; to differentiate specific parts of the lesson to help each of the Focus Students to reach the learning goal(s) of the lesson; and to plan to collect evidence that will show each Focus Student’s progress toward the learning goal(s).</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>



Score of 0 for Step 2

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.

- **No written response is in the Task 3—Step 2 textbox.**
- **The written response does not address any of the guiding prompts for Task 3—Step 2.**
- **The artifact attachments contain only hyperlinks.**
- **None of the required artifacts are acceptable or attached to any of the Task 3 textboxes.**
 - Representative page of a differentiated plan for Focus Student 1 or Focus Student 2



Response for Textbox 3.2.1

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>little or no</i> identification of each Focus Student’s learning strengths and challenges related to the learning goal(s) of the lesson • <i>ineffective</i> differentiation of and rationale for choosing specific parts of the lesson to help each Focus Student meet the learning goal(s) of the lesson • a <i>minimal</i> plan to collect evidence to show the progress of each Focus Student toward the learning goal(s) 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i> cursory</i> identification of each Focus Student’s learning strengths and challenges related to the learning goal(s) of the lesson • <i>limited</i> differentiation of and rationale for choosing specific parts of the lesson to help each Focus Student meet the learning goal(s) of the lesson • a <i>partial</i> plan to collect evidence to show the progress of each Focus Student toward the learning goal(s) 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>accurate</i> identification of each Focus Student’s learning strengths and challenges related to the learning goal(s) of the lesson • <i>appropriate</i> differentiation of and rationale for choosing specific parts of the lesson to help each Focus Student meet the learning goal(s) of the lesson • a <i>logical</i> plan to collect evidence to show the progress of each Focus Student toward the learning goal(s) 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>detailed</i> identification of each Focus Student’s learning strengths and challenges related to the learning goal(s) of the lesson • <i>significant</i> differentiation of and rationale for choosing specific parts of the lesson to help each Focus Student meet the learning goal(s) of the lesson • an <i>in-depth</i> plan to collect evidence to show the progress of each Focus Student toward the learning goal(s)



Rubric for Step 3: Analyzing the Instruction (textboxes 3.3.1 and 3.3.2)

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 candidate’s ability to analyze how the lesson, including instructional strategies, learning activities, materials, resources, and technology, facilitated student learning; to analyze how students demonstrated their understanding of the content presented; to analyze adjustments implemented while teaching the lesson to support student engagement and learning; to analyze steps taken to foster teacher-to-student and student-to-student interactions to impact student engagement and learning; to analyze the impact that feedback provided during the lesson had on student learning; to analyze the extent to which each of the Focus Students achieved the learning goal(s) of the lesson; and to analyze how the differentiation of the lesson helped each Focus Student meet the learning goal(s).</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher candidate’s ability to analyze how the lesson, including instructional strategies, learning activities, materials, resources, and technology, facilitated student learning; to analyze how students demonstrated their understanding of the content presented; to analyze adjustments implemented while teaching the lesson to support student engagement and learning; to analyze steps taken to foster teacher-to-student and student-to-student interactions to impact student engagement and learning; to analyze the impact that feedback provided during the lesson had on student learning; to analyze the extent to which each of the Focus Students achieved the learning goal(s) of the lesson; and to analyze how the differentiation of the lesson helped each Focus Student meet the learning goal(s).</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher candidate’s ability to analyze how the lesson, including instructional strategies, learning activities, materials, resources, and technology, facilitated student learning; to analyze how students demonstrated their understanding of the content presented; to analyze adjustments implemented while teaching the lesson to support student engagement and learning; to analyze steps taken to foster teacher-to-student and student-to-student interactions to impact student engagement and learning; to analyze the impact that feedback provided during the lesson had on student learning; to analyze the extent to which each of the Focus Students achieved the learning goal(s) of the lesson; and to analyze how the differentiation of the lesson helped each Focus Student meet the learning goal(s).</p>	<p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the teacher candidate’s ability to analyze how the lesson, including instructional strategies, learning activities, materials, resources, and technology, facilitated student learning; to analyze how students demonstrated their understanding of the content presented; to analyze adjustments implemented while teaching the lesson to support student engagement and learning; to analyze steps taken to foster teacher-to-student and student-to-student interactions to impact student engagement and learning; to analyze the impact that feedback provided during the lesson had on student learning; to analyze the extent to which each of the Focus Students achieved the learning goal(s) of the lesson; and to analyze how the differentiation of the lesson helped each Focus Student meet the learning goal(s).</p>



Rubric for Step 3: (continued)

Score of 1	Score of 2	Score of 3	Score of 4
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.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 3.	The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 3.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 3.
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.			
<ul style="list-style-type: none">• No written response is in any of the Task 3—Step 3 textboxes.• The written response does not address any of the guiding prompts for Task 3—Step 3.• The artifact attachments contain only hyperlinks.• None of the required artifacts are acceptable or attached to any of the Task 3 textboxes.<ul style="list-style-type: none">○ A work sample from any class member other than the two Focus Students○ A work sample from Focus Student 1 or Focus Student 2			



Response for Textbox 3.3.1

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"> • an <i>ineffective</i> analysis of how the lesson, including instructional strategies, learning activities, materials, resources, and technology, facilitated student learning, with <i>little or no</i> evidence supporting the analysis • a <i>misinformed</i> analysis of how the students demonstrated their understanding of the presented content, with examples from the lesson and from student work providing <i>ineffective</i> support to the analysis • <i>illogical</i> adjustments implemented while teaching the lesson to support student engagement and learning, with <i>trivial</i> examples to support the choices • <i>irrelevant</i> steps taken to foster teacher-to-student and student-to-student interactions to impact student engagement and learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>partial</i> analysis of how the lesson, including instructional strategies, learning activities, materials, resources, and technology, facilitated student learning, with <i>incomplete</i> evidence supporting the analysis • an <i>inconsistent</i> analysis of how the students demonstrated their understanding of the presented content, with examples from the lesson and from student work that are <i>loosely connected</i> to the analysis • <i>uneven</i> adjustments implemented while teaching the lesson to support student engagement and learning, with <i>confusing</i> examples to support the choices • <i>cursorly</i> steps taken to foster teacher-to-student and student-to-student interactions to impact student engagement and learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>informed</i> analysis of how the lesson, including instructional strategies, learning activities, materials, resources, and technology, facilitated student learning, with <i>relevant</i> evidence supporting the analysis • a <i>complete</i> analysis of how the students demonstrated their understanding of the presented content with <i>appropriate</i> examples from the lesson and from student work supporting the analysis • <i>relevant</i> adjustments implemented while teaching the lesson to support student engagement and learning, with <i>appropriate</i> examples to support the choices • <i>informed</i> steps taken to foster teacher-to-student and student-to-student interactions to impact student engagement and learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>significant</i> analysis of how the lesson, including instructional strategies, learning activities, materials, resources, and technology, facilitated student learning, with <i>tightly connected</i> evidence supporting the analysis • an <i>in-depth</i> analysis of how the students demonstrated their understanding of the presented content, with <i>insightful</i> examples from the lesson and from student work supporting the analysis • <i>significant</i> adjustments implemented while teaching the lesson to support student engagement and learning, with <i>detailed</i> examples to support the choices • <i>extensive</i> steps taken to foster teacher-to-student and student-to-student interactions to impact student engagement and learning



Response for Textbox 3.3.1 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> Response provides evidence that <i>incomplete</i> feedback provided while teaching the lesson to facilitate student learning, with examples that provide <i>ineffective</i> support 	<ul style="list-style-type: none"> <i>partial</i> feedback provided while teaching the lesson to facilitate student learning, with supporting examples that are <i>loosely connected</i> 	<ul style="list-style-type: none"> Response provides evidence that <i>appropriate</i> feedback provided while teaching the lesson to facilitate and impact student learning, with supporting examples that are <i>connected</i> 	<ul style="list-style-type: none"> <i>significant</i> feedback provided while teaching the lesson to facilitate student learning, with supporting examples that are <i>tightly connected</i>

Response for Textbox 3.3.2

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"> a <i>minimal</i> analysis of the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson, with <i>inappropriate</i> examples for support an <i>ineffective</i> analysis of the impact of the differentiation of specific parts of the lesson in helping each Focus Student meet the learning goal(s), with ineffective examples for support 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>uneven</i> analysis of the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson, with <i>partial</i> examples for support a <i>limited</i> analysis of the impact of the differentiation of specific parts of the lesson in helping each Focus Student meet the learning goal(s), with <i>loosely connected</i> examples for support 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>informed</i> analysis of the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson, with <i>appropriate</i> examples for support an <i>informed</i> analysis of the impact of the differentiation of specific parts of the lesson in helping each Focus Student meet the learning goal(s), with <i>appropriate</i> examples for support 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>consistent</i> analysis of the extent to which each of the two Focus Students achieved the learning goal(s) of the lesson, with <i>significant</i> examples for support an <i>in-depth</i> analysis of the impact of the differentiation of specific parts of the lesson in helping each Focus Student meet the learning goal(s), with <i>insightful</i> examples for support



Rubric for Step 4: Reflecting (textboxes 3.4.1 and 3.4.2)

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 candidate’s ability to identify specific instructional strategies, learning activities, materials, resources, and technology to help students who did not achieve the learning goal(s); to use the analysis of the lesson and the evidence of student learning to guide planning for future lessons for the whole class; and to use analysis of the lesson and the evidence of student learning to guide planning for each of the two Focus Students for future lessons, including specific instructional strategies, learning activities, materials, resources, and technology.</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 4. Evidence may also be missing.</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher candidate’s ability to identify specific instructional strategies, learning activities, materials, resources, and technology to help students who did not achieve the learning goal(s); to use the analysis of the lesson and the evidence of student learning to guide planning for future lessons for the whole class; and to use analysis of the lesson and the evidence of student learning to guide planning for each of the two Focus Students for future lessons, including specific instructional strategies, learning activities, materials, resources, and technology.</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 4.</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher candidate’s ability to identify specific instructional strategies, learning activities, materials, resources, and technology to help students who did not achieve the learning goal(s); to use the analysis of the lesson and the evidence of student learning to guide planning of future lessons for the whole class; and to use analysis of the lesson and the evidence of student learning to guide planning of future lessons for each of the two Focus Students.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 4.</p>	<p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the teacher candidate’s ability to identify specific instructional strategies, learning activities, materials, resources, and technology to help students who did not achieve the learning goal(s); to use the analysis of the lesson and the evidence of student learning to guide planning for future lessons for the whole class; and to use analysis of the lesson and the evidence of student learning to guide planning for each of the two Focus Students for future lessons, including specific instructional strategies, learning activities, materials, resources, and technology.</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 4.</p>



Score of 0 for Step 4

If a Zero is assigned, the Step is considered "Not Scoreable" because of insufficient evidence. A Zero is assigned to Step 4 for at least one of the following reasons.

- **No written response is in any of the Task 3—Step 4 textboxes.**
- **The written response does not address any of the guiding prompts for Task 3—Step 4.**

Response for Textbox 3.4.1

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>ineffective</i> use of instructional strategies, learning activities, materials, resources, and technology to help students who did not achieve the learning goal(s), with examples that provide <i>little or no</i> support • an <i>inappropriate</i> use of the analysis of the lesson and evidence of student learning to guide planning of future lessons for the whole class, with examples that provide <i>little or no</i> support 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>partial</i> use of instructional strategies, learning activities, materials, resources, and technology to help students who did not achieve the learning goal(s), with examples that provide <i>limited</i> support • a <i>limited</i> use of the analysis of the lesson and evidence of student learning to guide planning of future lessons for the whole class, with examples that provide <i>limited</i> support 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>appropriate</i> use of specific instructional strategies, learning activities, materials, resources, and technology to help students who did not achieve the learning goal(s), with examples that provide <i>effective</i> support • an <i>informed</i> use of the analysis of the lesson and evidence of student learning to guide planning of future lessons for the whole class, with examples that provide <i>effective</i> support 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>extensive</i> use of specific instructional strategies, learning activities, materials, resources, and technology to help students who did not achieve the learning goal(s), with examples that provide <i>thorough</i> support • an <i>insightful</i> use of the analysis of the lesson and evidence of student learning to guide planning of future lessons for the whole class, with examples that provide <i>thorough</i> support



Response for Textbox 3.4.2

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">an <i>inappropriate</i> use of the analysis of the lesson and evidence of student learning to guide planning of future lessons for each of the two Focus Students, with examples that provide <i>little or no</i> support	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">a <i>limited</i> use of the analysis of the lesson and evidence of student learning to guide planning of future lessons for each of the two Focus Students, with examples that provide <i>limited</i> support	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">an <i>informed</i> use of the analysis of the lesson and evidence of student learning to guide planning of future lessons for each of the two Focus Students, with examples that provide <i>effective</i> support	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">an <i>insightful</i> use of the analysis of the lesson and evidence of student learning to guide planning of future lessons for each of the two Focus Students, with examples that provide <i>thorough</i> support