

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
<p>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</p>	<p>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</p>	<p>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, both 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</p>	<p>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</p>

Rubric for Step 1 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>use individual, small-group, and/or whole-group instruction to facilitate student learning; to design learning activities that address student strengths and needs and are influenced by classroom demographics; to identify materials and 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>use individual, small-group, and/or whole-group instruction to facilitate student learning; to design learning activities that address student strengths and needs and are influenced by classroom demographics; to identify materials and 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>use individual, small-group, and/or whole-group instruction to facilitate student learning; to design learning activities that address student strengths and needs and are influenced by classroom demographics; to identify materials and 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>use individual, small-group, and/or whole-group instruction to facilitate student learning; to design learning activities that address student strengths and needs and are influenced by classroom demographics; and to identify materials and 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>

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 • an <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 • a <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 • a <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 • an <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 • an <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 • an <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

Response for Textbox 3.1.3 (continued)

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>

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 • an <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"> • a <i> cursory</i> identification of each Focus Student’s learning strengths and challenges related to the learning goal(s) of the lesson • a <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"> • an <i>accurate</i> identification of each Focus Student’s learning strengths and challenges related to the learning goal(s) of the lesson • an <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"> • a <i>detailed</i> identification of each Focus Student’s learning strengths and challenges related to the learning goal(s) of the lesson • a <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.

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 	<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 	<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 	<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

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"> • <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 • <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>uneven</i> adjustments implemented while teaching the lesson to support student engagement and learning, with <i>confusing</i> examples to support the choices • <i> cursory</i> steps taken to foster teacher-to-student and student-to-student interactions to impact student engagement and learning • <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"> • <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 • <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> 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 • <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 	<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 	<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 	<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

Response for Textbox 3.3.2 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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</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</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 for each of the two</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</p>

Rubric for Step 4 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>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>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>Focus Students for future lessons, including specific instructional strategies, learning activities, materials, resources, and technology.</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>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>

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"> an <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 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <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 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <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 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <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

Response for Textbox 3.4.1 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<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 the whole class, with examples that provide <i>little or no</i> support 	<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 the whole class, with examples that provide <i>limited</i> support 	<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 the whole class, with examples that provide <i>effective</i> support 	<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 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