

**McNeese State University**

Senior Year Residency Performance Portfolio Rubric

Overview

The senior year residency portfolio is a performance-based assessment for residents. It purposefully focuses on:

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| **Relevance and Rationale**  Knowledge about Individual Students  Learning Environment Characteristics | **Planning for**  **Instruction and Assessment**  Standards Alignment  Data Driven Decisions | **Evidence of**  **Instruction and Assessment**  Instructional Strategies & Activities Materials and Resources  Administering Assessments | **Analysis of**  **Equitable Practices**  Building on Students’ Strengths  Determining Actions for Improvement |

All submissions should be your own. We use Turnitin to detect plagiarism.

Respond to prompts in either bulleted or narrative form. Be sure to pay attention to page limits indicated throughout the portfolio instructions.

Respond to every part of every prompt at the level of rigor required by the instructions.

Provide evidence to support your thinking and conclusions.

Be precise in your answers.

We are grading on quality, not quantity.

*The portfolio should be based on one designated class of students.*

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|  | **Louisiana Teacher Preparation General Competencies**  **(LTPGC)** | **Compass Teacher Rubric/FEE** | **Lesson Planning** | **InTASC**  **Standards** |
| **Stage 1**  Relevance and Rationale | C1, C2, D |  |  | 1, 2 |
| **Stage 2**  Planning for Instruction and Assessment | C3, D, E, F, G, H | Domain 1 | Entirety | 1, 2, 3, 4, 5, 6, 7, 8 |
| **Stage 3**  **Evidence of Instruction and Assessment** | A, B, C | Domain 2; Component 2c  Domain 3; Component 3b, 3c, 3d | Domain 2; Components 2.1.1-2.1.4 and 2.2.1-2.2.3  Domain 3; Components 3.1.1-3.1.3 and 3.2.1-3.2.4 | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| **Stage 4**  **Analysis of Equitable Practices** | C1, F | Domain 3; Components 3.3.1-3.3.4 |  | 3, 4, 5, 6, 7, 8 |

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| Stage 1: Relevance and Rationale |

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| **Task** | **Ineffective** | **Effective: Emerging** | **Effective: Proficient**  **Benchmark** | **Highly Effective** |
| **Task 1**:  Collection of Artifacts | 5 or less categories of artifacts are complete.  -Required artifacts are included.  -All components are completed.  -Explanations and evidence address prompts and are based on data if required. | 6 of 7 categories of artifacts are complete.  -Required artifacts are included.  -All components are completed.  -Explanations and evidence address prompts and are based on data if required. | All 7 categories of artifacts are complete.  -Required artifacts are included.  -All components are completed.  -Explanations and evidence address prompts and are based on data if required. | In addition to Effective: Proficient, resident creates a seating chart diagram of the classroom coding student characteristics with information gathered in artifacts 4-7. Must have 2 descriptors identified on diagram. |
| **Task 2**: Potential Implications Chart | 5 or less of the synopsis and potential implications and rational with references are completed correctly.  Evidence of a **specific and relevant** implication for each contextual factor on instruction, student learning, and/or impacting the learning environment is included.  Each synopsis is supported by data collected through artifacts.  Each potential implication is aligned to the contextual factor and the rationale is supported by **logical** reasoning and research. | 6 of the synopsis and potential implications and rational with references are completed correctly.  Evidence of a **specific and relevant** implication for each contextual factor on instruction, student learning, and/or impacting the learning environment is included.  Each synopsis is supported by data collected through artifacts.  Each potential implication is aligned to the contextual factor and the rationale is supported by **logical** reasoning and research. | All 7 synopsis and potential implications and rational with references are completed correctly.  Evidence of a **specific and relevant** implication for each contextual factor on instruction, student learning, and/or impacting the learning environment is included.  Each synopsis is supported by data collected through artifacts.  Each potential implication is aligned to the contextual factor and the rationale is supported by **logical** reasoning and research. | In addition to Effective: Proficient, the additional artifact of the seating chart diagram collected in Task 1 information is included and correct. |
| **Task 3**: Written Reflection | Responses are not specific or relevant, incomplete, or missing. | Evidence of **quality** responses for reflective prompts include **all** of the following:   * **1 (one) relevant connection *per* component (instruction, student learning, classroom environment) (total of 3)** * **1 (one) sources of artifact data to support connections (total of 3)** | Evidence of **quality** responses for reflective prompts include **all** of the following:   * **1 (one) relevant connection *per* component (instruction, student learning, classroom environment) (total of 3)** * **2 (two) sources of artifact data to support connections (total of 6)** | In addition to Effective: Proficient, all answers are supported by a cited reference (i.e. tied to social emotional learning, theorist, best practice, etc.) |

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| Stage 2: Planning for Instruction and Assessment | | | | |
| **Task** | **Score of 1** | **Score of 2** | **Score of 3** | **Score of 4** |
| **Task 1a**:  Pre-Planning Four Square  InTASC 7a | * Information for all days included within the Pre-planning Four Square are not included. * Learning experiences are not appropriate for curriculum goals and content standards and are relevant to learners. * There is misalignment with no explanation of how to correct it. | * Pre-planning Four Square includes information for each day of the unit. * Learning experiences are appropriate for curriculum goals and content standards and are relevant to learners. | * Pre-planning Four Square includes information for each day of the unit. * Learning experiences are appropriate for curriculum goals and content standards and are relevant to learners. * There is congruency within the four components listed and the explanation clearly presents justification for it.   If misaligned, a clear explanation is presented as to how it was determined and what needs to be changed to correct it. | In addition to Effective: Proficient, Resident identifies which teaching strategies will be differentiated and includes a quick note as to how that will be accomplished. (i.e. DI by Student Interest using Choice Boards; DI by Instructor Process using assigned groups for media, model, and essay) |
| **Task 1b**:  Identifying Assessment Snapshots | * Assessment snapshots are NOT fully aligned to the content, skills, OR rigor identified by the noted standard. * The grading instrument is not included. | * Assessment snapshots are fully aligned to the content, skills, and rigor identified by the noted standard code and descriptor attached to each question/task. * *Issues with the quality* of the grading instrument such as clear expectations and instructions, unclear delineated descriptors, no proficiency levels identified, etc. | * Assessment snapshots are fully aligned to the content, skills, and rigor identified by the noted standard code and descriptor attached to each question/task. * A *quality grading instrument is included* (rubric, checklist, etc.) Quality is defined as clear expectations, delineated descriptors, proficiency levels identified (passing score), etc. | In addition to Effective: Proficient,  Assessment snapshots include a variety of leveled questions/tasks for each standard covered. |
| **Task 1c**:  Annotate assessments | * Did not submit both completed assessment snapshots including all questions/tasks worked out correctly. * No annotations are included identifying academic vocabulary OR possible student misconceptions. | * Submission of both completed assessment annotations (pre- and post-) including all questions/tasks worked out correctly * Annotations are included identifying academic vocabulary OR possible student misconceptions. | * Submission of both completed assessment annotations (pre- and post-) including all questions/tasks worked out correctly * Annotations are included identifying academic vocabulary AND possible student misconceptions. | In addition to Effective: Proficient, using the identified possible student misconceptions, a note is added as to how the misconception can be addressed when planning the unit. (i.e. Any noted misconception is from the Resident’s perspective of the assessment BEFORE giving the student’s the pre-assessment.) |
| **Task 1d:**  Analyze the Pre- Assessment Data | Not all student pre-assessment work is submitted.  Data-driven visual DOES NOT clearly identify both individual and collective student knowledge and ability as determined by the collection and analysis of student pre-assessment work samples.  Only one of the following are included on the table:   * Data is complete. * Math is correct.   Comments are made for incorrect student answers/thinking. | All student pre-assessment work is submitted and includes:  Clearly identified correct and incorrect answers OR notes incorrect understanding about concepts are indicated on each submission.  Data-driven visual clearly identifies both individual and collective student knowledge about content as determined by the collection and analysis of student pre-assessment work samples.  Two of the three of the following are included on the table:   * Data is complete. * Math is correct.   Comments are made for incorrect student answers/thinking. | All student pre-assessment work is submitted and includes:  Clearly identified correct and incorrect answers AND notes incorrect understanding about concepts are indicated on each submission.  Data-driven visual clearly identifies both individual and collective student knowledge about content as determined by the collection and analysis of student pre-assessment work samples.  All of the following are included on the table:   * Data is complete. * Math is correct.   Comments are made for incorrect student answers/thinking. | In addition to Effective: Proficient,  Reflect on your answer for possible misconceptions from Stage 2, Task 1c. Explain if the data from Stage 2, Task 1d aligns. |
| **Task 1e:**  **Planning for Differentiation** | Using the Model for Differentiation, Resident creates a statement(s) that is NOT aligned to the chosen standard and differentiates by instruction (content, process, product) or student (readiness, interests, learning profile). | Using the Model for Differentiation, Resident accurately creates a statement(s) that is aligned to the chosen standard and correctly differentiates by instruction (content, process, product) OR student (readiness, interests, learning profile). | Using the Model for Differentiation, Resident accurately creates a statement(s) that is aligned to the chosen standard and correctly differentiates by instruction (content, process, product) AND student (readiness, interests, learning profile). | In addition to Effective: Proficient,  Resident adds additional information from Stage 2, Task 2 tying in information from artifacts AND aligning it with contextual factors such as instruction (I), student learning (SL), classroom environment (CE). |
| **Task 1f: Planning for Literacy** | Only one of the three steps for determining text complexity are correct.  OR  Resident incorrectly identified or did not explicitly connected patterns of learning to conceptual understanding, procedural skill and fluency, or application. | Two of the three steps for determining text complexity are correct.  OR  Resident identified and explicitly connected patterns of learning to conceptual understanding, procedural skill and fluency, OR application. | All three steps for determining text complexity are correct.  OR  Resident identified and explicitly connected patterns of learning to conceptual understanding, procedural skill and fluency, AND application. | In addition to Effective: Proficient, Resident *describes the relationship between or among* the information discovered about text complexity or patterns of learning and the chosen assessment and group of learners. |
| **Task 2a:**  **Full Lesson Plan Template (Day 1 only)** | With a benchmark set at 3 on the lesson planning rubric, Resident earned a range score of Ineffective with a score of 23 or below. | With a benchmark set at 3 on the lesson planning rubric, Resident earned a range score of Effective: Emerging with a score of 24-46 | With a benchmark set at 3 on the lesson planning rubric and 23 rows of the rubric, Resident earned a range score of Effective: Proficient with a score of 47-69. | With a benchmark set at 3 on the lesson planning rubric, Resident earned a range score of Highly Effective with a score of 70 or higher. |
| **Task 2b:**  **Lesson Plan Support Document**  **(Day 2 on)** | Resident has completed all portions of the Support Document and correctly includes THREE (3) of the following:   * Alignment of academic vocabulary from assessment (Stage 2, Task 1c) and text (Stage 2, Task 1f) * Student misconceptions align with Stage 2, Task 1c and 1d * Real-time Scaffolding demonstrate understanding of data from Stage 2, Task 1d * Has a range of higher-order thinking questions and aligned probing questions and difficulty are identified correctly | Resident has completed all portions of the Support Document and correctly includes FOUR (4) of the following:   * Alignment of academic vocabulary from assessment (Stage 2, Task 1c) and text (Stage 2, Task 1f) * Student misconceptions align with Stage 2, Task 1c and 1d * Real-time Scaffolding demonstrate understanding of data from Stage 2, Task 1d * Has a range of higher-order thinking questions and aligned probing questions and difficulty are identified correctly | Resident has completed all portions of the Support Document and correctly includes all of the following:   * Alignment of academic vocabulary from assessment (Stage 2, Task 1c) and text (Stage 2, Task 1f) * Student misconceptions align with Stage 2, Task 1c and 1d * Real-time Scaffolding demonstrate understanding of data from Stage 2, Task 1d * Has a range of higher-order thinking questions and aligned probing questions and difficulty are identified correctly | In addition to Effective: Proficient, Resident has identified within the Teaching Strategies list what informal and formal assessments will be completed on instructional Day 2 on. |

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| Stage 3: Evidence of Instruction and Assessment | | | | |
| **Task** | **Score of 1** | **Score of 2** | **Score of 3**  **Benchmark** | **Score of 4** |
| **Task 2a:**  Verbal Academic Feedback Analysis chart | Evidence of **inadequate** academic feedback for **0-2** of the feedback characteristic types. A full response includes **few** of the following:   * Time feedback was provided from the video * Identification of which video is being used: whole group, small group, individual * Scripted evidence from the video of the academic feedback provided by the teacher candidate   + The scripted evidence aligns to the type of feedback characteristic identified in the chart * Scripted evidence from the video of the student(s) response(s) * A logical and relevant inference is made that explains the impact on student learning and is supported by evidence from the video or student outcome data | Evidence of **adequate** academic feedback for **3** of the feedback characteristic types. A full response includes **most** of the following:   * Time feedback was provided from the video * Identification of which video is being used: whole group, small group, individual * Scripted evidence from the video of the academic feedback provided by the teacher candidate   + The scripted evidence aligns to the type of feedback characteristic identified in the chart * Scripted evidence from the video of the student(s) response(s) * A logical and relevant inference is made that explains the impact on student learning and is supported by evidence from the video or student outcome data | Evidence of **quality** academic feedback for **4** of the feedback characteristic types. A full response includes **all** of the following:   * Time stamp was provided * Identification of which video is being used with all three represented: whole group, small group, individual * Scripted evidence from the video of the academic feedback provided by the resident   + The scripted evidence aligns to the type of feedback characteristic identified in the chart * Scripted evidence from the video of the student(s) response(s) * A logical and relevant inference is made that explains the impact on student learning and is supported by evidence from the video or student outcome data | In addition to a score of Benchmark, a second example of Quality Academic Feedback of Timely, Specific, Prompts Student Thinking, OR Differentiated is included with a full response to all prompts. |
| **Task 2b:**  Verbal Academic Feedback Analysis reflection | Evidence of **quality** responses for 1 of the 3 following sections:   * One quality feedback characteristic is identified as a **reinforcement** * The reinforcement rationale is supported by **1** specific, cited example from the lesson video * The reinforcement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * One quality feedback characteristic is identified as a **refinement** * The refinement rationale is supported by **1** specific cited example from the lesson video * The refinement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * The refinement rationale includes **1** actionable next step to improve in the refinement area and makes a relevant connection to ways student learning will be advanced by the next step * Example of **1 benefit and 1 challenge** to providing quality academic feedback to students in a whole group setting are identified   **2** citations from lesson video are used to support the identified benefits and challenge (**1** for the benefit and **1** for the challenge) | Evidence of **quality** responses for 2 of the 3 following sections:   * One quality feedback characteristic is identified as a **reinforcement** * The reinforcement rationale is supported by **1** specific, cited example from the lesson video * The reinforcement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * One quality feedback characteristic is identified as a **refinement** * The refinement rationale is supported by **1** specific cited example from the lesson video * The refinement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * The refinement rationale includes **1** actionable next step to improve in the refinement area and makes a relevant connection to ways student learning will be advanced by the next step * Example of **1 benefit and 1 challenge** to providing quality academic feedback to students in a whole group setting are identified * **2** citations from lesson video are used to support the identified benefits and challenge (**1** for the benefit and **1** for the challenge) | Evidence of **quality** responses for each prompt included in the following 3 sections:   * One quality feedback characteristic is identified as a **reinforcement** * The reinforcement rationale is supported by **1** specific, cited example from the lesson video * The reinforcement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * One quality feedback characteristic is identified as a **refinement** * The refinement rationale is supported by **1** specific cited example from the lesson video * The refinement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * The refinement rationale includes **1** actionable next step to improve in the refinement area and makes a relevant connection to ways student learning will be advanced by the next step * Example of **1 benefit and 1 challenge** to providing quality academic feedback to students in a whole group setting are identified * **2** citations from lesson video are used to support the identified benefits and challenge (**1** for the benefit and **1** for the challenge) | In addition to a score of Benchmark, Resident supports interaction with student(s) from data evidence acquired in Stages 1 and 2. |
| **Task 3a**:  Classroom Environment and Management FEE self-score | Cited evidence of a rating for **each** Domain II FEE indicator are presented **but not fully aligned with 4 or more** Domain II descriptors. | Cited evidence of a rating for **each** Domain II FEE indicator are presented **but not fully aligned with 3 or less** Domain II descriptors. | Cited evidence of a rating for **each** Domain II FEE indicator are **presented and aligned** with Domain II descriptor. | In addition to Benchmark, Resident identifies one area of reinforcement and refinement supported by the evidence. |
| **Task 3b**:  Classroom Environment and Management FEE reflection | Evidence of **quality** responses for each prompt included for 1 of the following 3 sections:   * **One** Domain II indicator is identified as a **reinforcement** * The reinforcement rationale is supported by **1** specific examples from the lesson video * The reinforcement rationale is supported with **1** specific example of impact on student learning (e.g. student data outcomes, student response in video) * **One** Domain II indicator is identified as a **refinement** * The refinement rationale is supported by **1** specific example from the lesson video * The refinement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * The refinement rationale includes **1** actionable next step to improve in the refinement area and makes a relevant connection to ways student learning will be advanced by the next steps | Evidence of **quality** responses for each prompt included for 2 of the following 3 sections:   * **One** Domain II indicator is identified as a **reinforcement** * The reinforcement rationale is supported by **1** specific examples from the lesson video * The reinforcement rationale is supported with **1** specific example of impact on student learning (e.g. student data outcomes, student response in video) * **One** Domain II indicator is identified as a **refinement** * The refinement rationale is supported by **1** specific example from the lesson video * The refinement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * The refinement rationale includes **1** actionable next step to improve in the refinement area and makes a relevant connection to ways student learning will be advanced by the next steps | Evidence of **quality** responses for each prompt included in the following 3 sections:   * **One** Domain II indicator is identified as a **reinforcement** * The reinforcement rationale is supported by **1** specific examples from the lesson video * The reinforcement rationale is supported with **1** specific cited example of impact on student learning (e.g. student data outcomes, student response in video) * **One** Domain II indicator is identified as a **refinement** * The refinement rationale is supported by **1** specific cited example from the lesson video * The refinement rationale is supported with specific examples of impact on student learning (e.g. student data outcomes, student response in video) * The refinement rationale includes **1** actionable next step to improve in the refinement area and makes a relevant connection to ways student learning will be advanced by the next steps | In addition to a score of Benchmark, Resident supports interaction with student(s) from data evidence acquired in Stages 1 and 2. |

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| **Instructor Evaluation of video evidence submitted**  (whole group, small group, and individual) | | | | |
| **Learning Environment** | Candidate does not demonstrate rapport with and respect for students.  OR  Candidate provides a learning environment that serves primarily to control student behavior and minimally supports the learning goals of the lesson. | Candidate demonstrates rapport with and respect for students.  AND  Candidate provides a positive learning environment with **some evidence** of mutual respect among students. | Candidate demonstrates rapport with and respect for students.  AND  Candidate provides a challenging learning environment that **promotes** mutual respect among students. | In addition to a score of Benchmark, candidate provides opportunities to express varied perspectives from various students. |
| **Engaging Students in Learning** | Students are participating in learning tasks **focused primarily on skills** with little attention to the strategy being used in future learning. | Students are engaged in learning tasks that **address their understanding** of comprehending or composing text OR  Students are engaged in learning tasks that address their understanding of comprehending and/or applying math concepts. | Students are **actively engaged in integrating** strategies and skills to comprehend or compose text OR  Students are actively engaged in integrating strategies and skills to comprehend and/or apply math concepts. | In addition to a score of Benchmark, students are engaged in learning tasks that deepen and extend their understanding of strategies for comprehending or composing text OR math strategies. |
| **Deepening Student Learning through Verbal Academic Feedback** | Candidate primarily evaluates student responses as **correct or incorrect.** | Candidate elicits and build on students’ responses to **further understanding of a skill.** | Candidate elicits and build on students’ responses to **explicitly portray, extend, or clarify student understanding of content.** | In addition to a score of Benchmark, **candidate facilitates interactions among students** so they can evaluate their own abilities of their understanding of the content. |
| **Subject-Specific Pedagogy** | Candidate does not model for students how to implement essential strategy. | Candidate **models** the essential strategy for students but there is **confusion** on apply the strategy in small group or individually. | Candidate **explicitly** teaches students how to apply the essential strategy to the content and allows for guided practice (i.e. **with quality academic feedback from teacher**) | In addition to a score of Benchmark, the candidate facilitates interaction among students **where students are giving quality feedback to each other.** |

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| **Stage 4: Analysis of Equitable Practices** | | | | |
| **Task** | **Ineffective** | **Effective Emerging** | **Effective Proficient** | **Highly Effective** |
| **Task 1a**:  Analyze the Post-Assessment Data: Data Chart | Not all student post-assessment work is submitted.  Data-driven visual DOES NOT clearly identify both individual and collective student knowledge and ability as determined by the collection and analysis of student pre-assessment work samples.  Only one of the following are included on the table:   * Data is complete. * Math is correct. * Comments are made for incorrect student answers/thinking. | All student post-assessment work is submitted and includes:  Clearly identified correct and incorrect answers OR notes incorrect understanding about concepts are indicated on each submission.  Data-driven visual clearly identifies both individual and collective student knowledge about content as determined by the collection and analysis of student pre-assessment work samples.  Two of the three of the following are included on the table:   * Data is complete. * Math is correct. * Comments are made for incorrect student answers/thinking. | All student post-assessment work is submitted (for the 7 chosen students) and includes:  Clearly identified correct and incorrect answers AND notes incorrect understanding about concepts are indicated on each submission.  Data-driven visual clearly identifies both individual and collective student knowledge about content as determined by the collection and analysis of student pre-assessment work samples.  All of the following are included on the table:   * Data is complete. * Math is correct. * Comments are made for incorrect student answers/thinking. | In addition to Effective: Proficient, reflect on your answer for possible misconceptions from Stage 2, Task 1c and 1d. Explain what the post-assessment data reflects with the previous misconceptions identified in Stage 2. |
| **Task 1b:**  Pre/post Student Achievement Comparative Chart | Evidence of complete pre and post student data outcomes for **two or less** of the proficiency levels.  Includes **all** of the following: range scores, number of students, and percent of total class | Evidence of complete pre and post student data outcomes for **three out of four** proficiency levels.  Includes **all** of the following: range scores, number of students, and percent of total class | Evidence of complete pre and post student data outcomes for **each** of the proficiency levels.  Includes **all** of the following: range scores, number of students, and percent of total class | In addition to Effective Proficient, a conclusion is given for each group of students’ pre- and post-assessment data. |
| **Task 1c:**  Written Academic Feedback Plan | Evidence of the following are found in the written academic feedback plan:   * **3** students are identified (# only, no names) * 2 quality feedback characteristics are indicated per student * The written feedback is aligned with the characteristics identified and advances individual student learning   A strong **detailed** rationale explaining how the feedback will advance student learning supported by specific examples from the students’ work **and pre/post data outcomes are included.** | Evidence of the following are found in the written academic feedback plan:   * **4** students are identified (# only, no names) * 2 quality feedback characteristics are indicated per student * The written feedback is aligned with the characteristics identified and advances individual student learning   A strong **detailed** rationale explaining how the feedback will advance student learning supported by specific examples from the students’ work **and pre/post data outcomes are included.** | Evidence of the following are found in the written academic feedback plan:   * **5** students are identified (# only, no names) * 2 quality feedback characteristics are indicated per student * The written feedback is aligned with the characteristics identified and advances individual student learning   A strong **detailed** rationale explaining how the feedback will advance student learning supported by specific examples from the students’ work **and pre/post data outcomes are included.** | In addition to a score of Effective: Proficient, written feedback has included all characteristics of high-quality academic feedback at least twice. |
| **Task 1d:**  Response to Post-Assessment Reflection Prompts  Question 1 (strength): | Candidate correctly determines patterns and trends in learning as identified through assessing student performance outcomes but does not support their conclusion with collected data. | Candidate correctly determines patterns in learning as identified through assessing student performance outcomes and supports their conclusion with collected data (numbers OR percentage). | Candidate correctly determines a pattern in learning as identified through assessing student performance outcomes and supports their conclusion with collected data (numbers AND percentage). | In addition to Effective: Proficient, candidate uses specific examples from work samples to demonstrate patterns of learning consistent with their findings. |
| **Task 1d:**  Response to Post-Assessment Reflection Prompts  Question 2 (challenge): | Candidate correctly determines patterns and trends in learning as identified through assessing student performance outcomes but does not support their conclusion with collected data. | Candidate correctly determines patterns in learning as identified through assessing student performance outcomes and supports their conclusion with collected data (numbers OR percentage). | Candidate correctly determines a pattern in learning as identified through assessing student performance outcomes and supports their conclusion with collected data (numbers AND percentage). | In addition to Effective: Proficient, candidate uses specific examples from work samples to demonstrate patterns of learning consistent with their findings. |
| **Task 1d:**  Response to Post-Assessment Reflection Prompts  Question 3  (misconception/  misunderstanding): | Changes do not align to standard being taught or assessment data collected. | Candidate proposes changes that address individual OR collective learning needs aligned to the standard being taught. | Candidate proposes changes that address BOTH individual AND collective learning needs aligned to the standard being taught. | In addition to Effective: Proficient, candidate uses academic language (BOLD words) as well as citations and references that are current (within 5 years). |