

Teacher Performance Assessment (TPA)



K-12 Physical Education

Assessment Handbook

November 2011

This handbook is intended for use only by participants in the TPA Field Test.

This Field Test TPA Handbook is valid through August 31, 2012, and will be superseded by an updated version for Operational Use beginning Fall 2012.

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

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Overview of the Teacher Performance Assessment in K–12 Physical Education

Purpose

The Teacher Performance Assessment (TPA) is being developed as a nationally available assessment of readiness to teach for novices. The assessment is focused on student learning and is designed around the principles applied by successful teachers:

- Develop knowledge of subject matter and subject-specific pedagogy.
- Develop and apply knowledge of students' varied needs.
- Consider research and theory about how students learn.
- Reflect and act on evidence of the effects of their instruction on student learning.

As a performance-based assessment, the TPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic, experiential ways.

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

Summary of Tasks

In this assessment, you will describe, analyze, and evaluate the teaching of a series of physical education lessons referred to as a learning segment. You will select one class—that is, one group of students—for the learning segment. The learning segment's length will depend on how frequently and for how long you see each class of students:

- If teaching the same students every day, 3–5 lessons
- If teaching the same students once a week, 3–4 lessons
- If teaching the same students in a block schedule, approximately 3–5 hours

Regardless of the length, the learning segment should provide opportunities for students to develop competencies and knowledge in the psychomotor, affective, and/or cognitive domains related to movement patterns, performance concepts, and health-enhancing fitness.

You will complete four tasks for the TPA assessment:

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

Evidence of Teaching Practice: Artifacts and Commentaries

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

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

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the [K–12 Physical Education Evidence Chart](#) for information about how your evidence should be formatted for electronic submission.

Evaluation and Scoring Criteria

The evidence you submit will be judged on five dimensions of teaching:

1. Planning
2. Instruction
3. Assessment
4. Analyzing Teaching
5. Academic Language

Evidence for the planning, instruction, assessment, and analyzing teaching dimensions will come from the corresponding tasks. Evidence for the academic language dimension will come from the Planning and either the Instruction or Assessment tasks.

The rubrics used to score your performance on the TPA are included in the handbook and are linked electronically to each task. The descriptors in the five-level rubrics address a wide range of performance representing the knowledge and skills of a novice not ready to teach (Level 1) to the advanced practices of a highly accomplished beginner (Level 5).

Structure of the Handbook

The instructions on the following pages will guide you in putting together the artifacts and commentaries required within the four tasks of the TPA. Within each task, instructions are organized into four sections:

1. **What to Think About**
2. **What Do I Need to Do?**
3. **What Do I Need to Write?**
4. **How Will the Evidence of My Teaching Practice Be Assessed?**

Additional resources are available to you in this manual:

- **Guidelines:** For detailed guidelines on document formatting and submission of the TPA, see the [K–12 Physical Education Evidence Chart](#).
- **Responses:** Your evidence is submitted electronically to the online system used by your teacher preparation program. Your submission must conform to the specifications listed in the [K–12 Physical Education Evidence Chart](#).
- **Definitions:** For definitions of key terms, roll your cursor over each glossary term marked with a dotted underline or refer to the [Glossary of Terms: K–12 Physical Education](#).
- **Rubrics:** These are available for each scoring dimension. See the links at the end of each task section for the applicable rubrics.

Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks.

The remainder of this introduction provides an overview of the assessment components and your professional responsibilities in preparing your materials.

Assessment Components at a Glance

What to Do	What to Submit	Evaluation Rubrics
TPA Task 1: Planning Instruction and Assessment		
<ul style="list-style-type: none"> ▶ Provide relevant information about your instructional context. ▶ Select a learning segment of sequential lessons¹ that develop students' competencies and knowledge in psychomotor, affective, and/or cognitive learning domains related to movement patterns, performance concepts, and health-enhancing fitness. ▶ Consider your students' strengths and needs and select a <u>central focus</u> and a <u>key language demand</u> for the learning segment. ▶ Create an instruction and assessment plan for the learning segment and write lesson plans. ▶ Respond to commentary prompts to explain what you know about your students and the thinking behind your plans. ▶ Make daily notes about the effectiveness of your teaching for your students' learning (will be used in writing the Analyzing Teaching commentary in Task 4). 	<ul style="list-style-type: none"> ▣ Part A: Context for Learning Information ▣ Part B: Lesson Plans for Learning Segment <ul style="list-style-type: none"> ■ Lesson plans ■ Instructional materials ■ <u>Assessment tools/ procedures</u> ▣ Part C: Planning Commentary 	<ul style="list-style-type: none"> ■ Planning Rubrics <ul style="list-style-type: none"> Rubric 1: Planning for Developing Competencies and Knowledge in Physical Education Rubric 2: Using Knowledge of Students to Inform Teaching and Learning Rubric 3: Planning Assessments to Monitor and Support Student Learning

¹ The length of the learning segment depends on how frequently you teach the same students. If daily, then it is 3–5 lessons. If weekly, it is 3–4 lessons. If in a block schedule, it is 3–5 hours of instruction.

What to Do	What to Submit	Evaluation Rubrics
TPA Task 2: Instructing and Engaging Students in Learning		
<ul style="list-style-type: none"> ▶ Collect permission forms from parents/guardians and prepare for video-recording. ▶ Review and identify lessons where you are engaging your students in (1) developing competencies and knowledge in the psychomotor, affective, and/or cognitive learning domains related to movement patterns, performance concepts, and health enhancing fitness through instruction for planned physical activities and (2) transitions to, within, or from a physical activity. ▶ Submit 1 video clip up to 15 minutes in length showing support for developing competencies and knowledge, and 1 clip up to 5 minutes long showing a transition to, within, or from a physical activity. ▶ Respond to commentary prompts to analyze your teaching and your students' learning in the video clips. 	<ul style="list-style-type: none"> ▣ Part A: Video Clips ▣ Part B: Instruction Commentary 	<ul style="list-style-type: none"> ■ Instruction Rubrics Rubric 4: Engaging Students in Learning Rubric 5: Deepening Student Learning

What to Do	What to Submit	Evaluation Rubrics
TPA Task 3: Assessing Student Learning		
<ul style="list-style-type: none"> ▶ Analyze class performance from one assessment completed during the learning segment. ▶ Identify 3 student work samples that illustrate student understanding within the class. ▶ Select and analyze the learning of 2 focus students in more depth and document your feedback on their work. ▶ Respond to commentary prompts to report conclusions from your analysis and describe feedback given to the 2 focus students. ▶ Identify next steps in instruction based on your analysis. ▶ Provide the Assessment task evaluation criteria and, if not evident from the work samples, the instructions or prompt for the assessment. 	<ul style="list-style-type: none"> ▣ Part A: Student Work Samples ▣ Part B: Evidence of Feedback ▣ Part C: Assessment Commentary 	<ul style="list-style-type: none"> ■ Assessment Rubrics Rubric 6: Analyzing Student Work Rubric 7: Using Feedback to Guide Further Learning Rubric 8: Using Assessment to Inform Instruction

What to Do	What to Submit	Evaluation Rubrics
TPA Task 4: Analyzing Teaching		
<ul style="list-style-type: none"> ▶ Using notes you have recorded throughout the learning segment, respond to the commentary prompts to explain what you have learned about your teaching practice and two or three things you would do differently if you could teach the learning segment over. Explain why the changes would improve your students' learning. 	<ul style="list-style-type: none"> ▣ Part A: Analyzing Teaching Commentary 	<ul style="list-style-type: none"> ■ Analyzing Teaching Rubric Rubric 9: Analyzing Teaching Effectiveness
TPA Academic Language in Physical Education (evidence is gathered across tasks, as noted above)		
<ul style="list-style-type: none"> ▶ Select one key language demand related to the central focus. Explain how you will support students with varied language needs. ▶ Cite evidence of opportunities for students to understand and use the targeted academic language in (1) the video clips from the Instruction task OR (2) the student work sample videos from the Assessment task. ▶ Analyze the effectiveness of your language supports. 	<ul style="list-style-type: none"> ▣ Task 1, Part C: Planning Commentary ▣ Task 2, Part B: Instruction Commentary (Prompt 4) <li style="text-align: center;">AND/OR ▣ Task 3, Part C: Assessment Commentary (Prompt 4) 	<ul style="list-style-type: none"> ■ Academic Language in Physical Education Rubrics Rubric 10: Understanding Students' Language Development and Associated Language Demands Rubric 11: Scaffolding Students' Academic Language and Deepening Content Learning Rubric 12: Developing Students' Academic Language and Deepening Content Learning

Professional Responsibilities

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

Responsibility	Description
Protect confidentiality	To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., “the district”) for your school, district, or cooperating teacher. You may use either pseudonyms or first names only for students. Do this in all commentaries, and mask or remove names that could identify people or institutions from all materials submitted, including lesson plans.
Acquire permissions	<p>Before you record your classroom instruction, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.</p> <p>Your program will provide you with procedures and necessary forms to obtain these permissions, according to agreements with the school or district in which you are student teaching or completing your internship.</p> <p>The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.</p>
Cite sources	Provide source citations for all materials that you did not create (e.g., published texts, websites, material from other educators). List all citations by lesson number at the end of the Planning commentary.
Align instruction with State/National standards	As part of the assessment, you will document the alignment of your lesson plans with state-adopted (or, if state standards do not exist, national) academic content standards that are the target of student learning in physical education. Refer to the education agency website for your state to obtain copies of relevant standards for this assessment.
Collaborate with others while developing your own teaching practice	<p>As a credential candidate, you are encouraged to seek assistance, input, and feedback from your university supervisors, cooperating/master teachers, university instructors, or peers during the completion of this assessment. However, the ultimate responsibility for compiling the documentation lies with you. Therefore, when you submit your completed assessment for scoring, you will be asked to attest to the following statements:</p> <ul style="list-style-type: none"> ■ I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment. ■ The video clips submitted show me teaching the students/class profiled in the evidence submitted. ■ The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment. ■ I am sole author of the commentaries and other written responses to prompts and other requests for information in this assessment. ■ Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators.

Task 1: Planning Instruction and Assessment

What to Think About

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

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

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

What Do I Need to Do?

- If you teach more than one class, select one focus class for this assessment.
- Complete the Context for Learning Information provided by the online system used by your teacher preparation program. An example of the information you must provide is included as a link from [Task 1: Artifacts and Commentary Specifications](#) in the K–12 Physical Education Evidence Chart.
- Review the curriculum with your cooperating teacher and select a learning segment to describe, analyze, and reflect upon. The learning segment should provide opportunities for students to develop competencies and knowledge in the psychomotor, affective, and/or cognitive learning domains related to movement patterns, performance concepts, and health-enhancing fitness.

Plan a learning segment of the following length:

- If teaching the same students every day, 3–5 lessons
- If teaching the same students once a week, 3–4 lessons
- If teaching the same students in a block schedule, approximately 3–5 hours
- Identify the central focus along with the content standards and objectives you will address in the learning segment.
- Consider language demands associated with development of competencies and knowledge in the learning segment. These include the oral, written, and nonverbal academic language that students will need to understand or produce in your learning segment. Academic

language is not a by-product of participating in a lesson but must be included in the planning and implementing of an effective lesson in physical education. Select a language demand in the learning segment that is critical to understanding instruction or materials and/or demonstrating learning, and in which your students would benefit from more instruction and/or practice.

Note: In Tasks 2 and 3, you will have opportunities to provide evidence of students' understanding and use of the targeted academic language. You may choose to cite this evidence in (1) the Instruction task (video clips) **OR** (2) the Assessment task (student work sample videos).

- ❑ Write a lesson plan for each lesson in the learning segment. Your credential program may require you to use a specific lesson-plan format for this assessment. Regardless, lesson plans should minimally include the following information:
 - State-adopted student academic content standards that are the target of student learning (Please list the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].) If your state has no student standards for physical education, use national standards.
 - Learning objectives associated with the content standards
 - Informal and formal assessment tools/procedures used to monitor student learning, including type(s) of assessment and what is assessed
 - Instructional strategies and learning tasks used to support student learning, including what you and the students will be doing
 - Resources and materials

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

- ❑ Submit key instructional materials and **all** assessment tools and/or procedures used during the learning segment (**up to 5 additional pages** per lesson plan). The instructional materials might include class handouts, scans of PowerPoint slides, peer assessments, and/or task cards. See the [Task 1: Artifacts and Commentary Specifications](#) in the K–12 Physical Education Evidence Chart for information about including the instructional materials and assessments.
- ❑ In preparation for writing the Analyzing Teaching commentary in Task 4, record notes on the effectiveness of your instruction for various students after teaching each lesson. You will NOT submit these, so they can be in any form that is useful to you (e.g., annotated lesson plans, bulleted notes). Your notes should address your reflections on the following—What's working? What's not? For whom? And why?—as well as cite events and other evidence that led to these conclusions.

What Do I Need to Write?

In Task 1: Planning Instruction and Assessment, you will write a description of your context for learning, lesson plans, and a Planning commentary explaining your plans. See the [Task 1: Artifacts and Commentary Specifications](#) in the K–12 Physical Education Evidence Chart for information about how to format and save your documents and what evidence should be included for each part of Task 1.

Planning Commentary

Write the Planning commentary (of **no more than 9 single-spaced pages**, including prompts) by providing your response to each of the prompts below. If you are prompted to provide any explanations that can be found in your lesson plans, refer to the appropriate page(s) of those plans.

1. Content Focus

Summarize the central focus for the competencies and knowledge you will teach in this learning segment.

2. Knowledge of Students to Inform Teaching

For each of the categories listed below (a–d), describe what you know about your students' prior learning and experience with respect to the central focus of the learning segment. **What do they know, what can they do, and what are they learning to do?** Consider the variety of learners in your class who may require different strategies/support.

- a. Academic development (e.g., prior knowledge and skills, ways of thinking in the subject areas, physical fitness levels, psychomotor and cognitive developmental levels, special educational needs)
- b. Academic language development (e.g., students' abilities to understand and produce the oral or written language associated with the central focus and standards/objectives within the learning segment)
- c. Family/community/cultural assets (e.g., relevant lived experiences, cultural expectations, and student interests)
- d. Social and emotional development (e.g., ability to interact and express themselves in constructive ways, ability to engage in collaborative learning, nature of contributions to a productive learning environment)

3. Supporting Student Learning in Physical Education

Respond to prompts a–f below to explain how your plans support your students' learning related to the central focus of the learning segment. As needed, refer to the instructional materials you have included to support your explanations. Cite research and theory to support your explanations.

- a. Explain how you will structure the physical environment to enable students to have meaningful and safe participation in physical activities.
- b. Explain how your understanding of your students' prior learning and skills, physical fitness levels, experiences, and development guided your choice or adaptation of learning tasks and materials to develop students' competencies and knowledge in the psychomotor, affective, and/or cognitive learning domains related to movement patterns, performance concepts, and health-enhancing fitness.
- c. How are the plans for instruction sequenced in the learning segment to build connections between students' prior learning and experiences and new knowledge?
- d. Describe common errors or misunderstandings within your content focus and how you will address them.

- e. Explain how, throughout the learning segment, you will help students make connections between psychomotor patterns and skills, affect, and cognitive strategies to deepen learning.
- f. Describe any instructional strategies planned to support students with specific learning needs. This will vary based on what you know about your students but may include students with individualized education programs (IEPs), English language learners, or students with varied movement and health-enhancing fitness competencies needing greater support or challenge.

4. Supporting Student Understanding and Use of Academic Language

Respond to the prompts below to explain how your plans support your students' academic language development.

- a. Identify the key academic language demand and explain why it is integral to the central focus for the segment and appropriate to students' academic language development. Consider language functions, language forms, essential vocabulary and/or phrases for the concepts and skills being taught, and instructional language necessary for students to understand or produce oral and/or written language within learning tasks and activities.
- b. Explain how planned instructional supports will assist students to understand academic language related to the key language demand to express and develop their learning. Describe how planned supports vary for students at different levels of academic language development.

5. Monitoring Student Learning

- a. Explain how the informal and formal assessments were selected and/or designed to provide evidence you will use to monitor student progress toward the standards/objectives. Consider how the assessments will provide evidence of students' development of competencies and knowledge in the psychomotor, affective, and/or cognitive learning domains related to movement patterns, performance concepts, and health-enhancing fitness.
- b. Describe any modifications or accommodations to the planned assessment tools or procedures that allow students with specific needs to demonstrate their learning.

How Will the Evidence of My Teaching Practice Be Assessed?

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. For Task 1: Planning Instruction and Assessment, your evidence will be assessed using the following rubrics:

Planning Rubrics

[Rubric 1: Planning for Developing Competencies and Knowledge in Physical Education](#)

[Rubric 2: Using Knowledge of Students to Inform Teaching and Learning](#)

[Rubric 3: Planning Assessments to Monitor and Support Student Learning](#)

Academic Language in Physical Education Rubrics

[Rubric 10: Understanding Students' Language Development and Associated Language Demands](#)

[Rubric 11: Scaffolding Students' Academic Language and Deepening Content Learning](#)

Your evidence is submitted electronically to the online system used by your teacher preparation program. Your submission must conform to the specifications listed in the [K–12 Physical Education Evidence Chart](#).

Task 2: Instructing and Engaging Students in Learning

What to Think About

The Instructing and Engaging Students in Learning task asks you to demonstrate how you work with students to develop their competencies and knowledge in the psychomotor, affective, and/or cognitive learning domains through instruction for planned physical activities. You will provide evidence of your ability to engage students physically and cognitively in meaningful physical activities, monitor their performance, and use responses to students to guide their learning.

Think about how your choices of instructional strategies engage students in deepening their competencies and knowledge in the psychomotor, affective, and/or cognitive learning domains. While teaching, how do you prompt students to make connections between their prior learning, performance, experiences, and the competencies and knowledge to be learned? Consider which lessons in the learning segment require instruction for meaningful student engagement in physical activity to apply and develop competencies and knowledge, and plan to video-record on those days in particular. Be strategic in selecting video clips that reveal the ways in which students are engaged and how you are orchestrating and monitoring their performances. Consider how you design and conduct physical activities to support student development of competencies and knowledge in the psychomotor, affective, and/or cognitive learning domains.

What Do I Need to Do?

- ❑ Examine your plans for the learning segment and identify learning tasks in which students are actively engaged to deepen their competencies and knowledge in the psychomotor, affective, and/or cognitive learning domains through instruction for planned physical activities. The video clips may or may not include the beginning and end of the physical activity from which they come, but should provide a sample of how you interact with students to support their development of competencies and knowledge through physical activity.
- ❑ Video-record your classroom teaching. View the video recording(s) to check the video and sound quality, analyze your teaching, and select the most appropriate video clips to submit. Problems with sound often occur because of the poor acoustics in gymnasiums and outdoor settings. Please provide descriptions of the dialogue in any sections of the video where it is difficult to hear relevant voices. Try to represent the dialogue accurately without providing an exact transcription. Attach this to the end of your Instruction Commentary.
- ❑ Provide **2 video clips**. The first clip should show interactions that demonstrate how you engage students in developing their competencies and knowledge in the psychomotor, affective, and/or cognitive learning domains through planned physical activities. It should be **no more than 15 minutes** in length. The second clip should show how you manage transitions to, within, or from a physical activity. It should be **no more than 5 minutes** in length.
- ❑ Review the Video Guidelines below:
 - Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear on the video.

- A video clip should be continuous and unedited, with no interruption in the events.
- The video clips should include interactions between you and your students and your responses to student comments, questions, and needs.
- The video clips can feature either the whole class or a targeted group of students within the class.
- Both you and your students should be visible and clearly heard on the video clips submitted.
- Tips for video-recording your class are available from your program.
- Because of the poor acoustics in gymnasiums and outdoor settings, wear a microphone, if available, so that your voice can be clearly heard on the clips.

What Do I Need to Write?

Instruction Commentary

Write the Instruction commentary (of **no more than 4 single-spaced pages**, including prompts) by providing your response to each of the prompts below.

- 1. Identify the number of the lesson or lessons from which the clips were recorded.**
- 2. Engaging Students in Learning**
 - a. Using examples from the clips, explain how rules and routines help ensure a safe environment and encourage students to demonstrate personal and social responsibility.
 - b. Explain how the instruction (activities, discussions, and/or teaching strategies) depicted in the clips motivated and actively engaged students in developing competencies and knowledge in the psychomotor, affective, and/or cognitive learning domains through the physical activities. Cite specific examples from the clips of what students said/did to support your explanation.
 - c. Using examples from the clips, describe how your instruction (tasks, activities, discussions, and/or teaching strategies) linked students' prior learning and experiences with new learning. Prior learning and experience includes students' psychomotor and cognitive development, language development, social and emotional development, family/cultural assets, interests, and lived experiences.
- 3. Deepening Student Learning during Instruction**
 - a. Explain how your teaching approaches encouraged active physical and cognitive engagement in the physical activities.
 - b. What checks of understanding were incorporated into the lesson?
 - c. Cite evidence from the clips of what you and your students said/did to support your explanations.

4. Evidence of Academic Language

Note: You may provide evidence for academic language with your Task 2 video clips **OR** your Task 3 student work sample videos. If evidence of student understanding and/or use of the key language demand is well represented in the clips in this task, then respond to the prompts below. Otherwise, respond to prompt 4 in Task 3, Part C: [Assessment Commentary](#). You must provide this evidence in at least one of the two available tasks.

- a. Describe evidence in the clips that demonstrates the extent to which students are able to understand and/or use the language (verbal or nonverbal) associated with the identified language demand (vocabulary, function/form, and/or instructional language) in ways that develop knowledge and support the application of movement competencies.
- b. Using this evidence, how well did your language supports or instruction promote academic language development for students with varied language levels?

How Will the Evidence of My Teaching Practice Be Assessed?

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. For Task 2: Instructing and Engaging Students in Learning, your evidence will be assessed using the following rubrics:

Instruction Rubrics

[Rubric 4: Engaging Students in Learning](#)

[Rubric 5: Deepening Student Learning](#)

Academic Language in Physical Education Rubrics (If Applicable)

[Rubric 11: Scaffolding Students' Academic Language and Deepening Content Learning](#)

[Rubric 12: Developing Students' Academic Language and Deepening Content Learning](#)

Your evidence is submitted electronically to the online system used by your teacher preparation program. Your submission must conform to the specifications listed in the [K–12 Physical Education Evidence Chart](#).

Task 3: Assessing Student Learning

What to Think About

The Assessing Student Learning task asks you to assess student learning, analyze student strengths and needs, and use your analysis of student performance to inform instruction. You will provide evidence of your ability to do the following:

1. Develop evaluation criteria that are aligned with your central focus, standards, and learning objectives.
2. Analyze student performance on a performance assessment of relevant movement competencies and knowledge in relation to the identified learning objectives.
3. Provide feedback to students.
4. Use the analysis of student performance to identify next steps in instruction.

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

What Do I Need to Do?

- ❑ Select a performance assessment of movement **from the learning segment** that you will use to evaluate your students' developing competencies and knowledge. The assessment should reflect the work of individuals, not groups, though it could be an individual performance in a group activity, such as a game. The assessment should give both you and the students a sense of how well they are progressing toward developing the competencies and knowledge targeted in the learning segment in the psychomotor, affective, and/or cognitive learning domains related to movement patterns, performance concepts, and health-enhancing fitness.
- ❑ Assess the performance of your entire class on the assessment task and analyze it to identify **patterns in movement competencies and knowledge** within the class.
- ❑ Illustrate the results of your analysis with videos of a sample of student performance that you analyzed.
 - a. Video-record **performances of 3 students** representing a range of movement competencies and knowledge. At least one of the students must have identified learning needs, such as an English language learner, a student with an IEP, or a student with developmentally immature motor skills or lacking in sufficient levels of health-related physical fitness related to the central focus of the learning segment. You may use a clip showing a group of students to illustrate the individual performance of one or more students as long as relevant aspects of the individual performance are clearly visible. Select **up to 10 minutes** of video to submit across the three students.

- b. Identify 2 focus students from the 3 students for whom you are submitting video: one student with identified learning needs and one other student.
- ▣ Document and submit evidence of the feedback you provided to the 2 focus students, either as individuals or as part of a larger group, after analyzing the assessment evidence. You may submit a document (written feedback), an audio file, or a video file. Submit **1 file** for each student. You may also submit an additional video showing oral feedback; see the Evidence Chart for information on naming and submission of the video.
 - ▣ Provide a copy of the evaluation criteria (e.g., rubric) and clarification of the assessment task/directions for the chosen assessment, if not clear from the student work sample videos, and attach it (**2 pages** maximum) to the end of the Assessment commentary.

What Do I Need to Write?

Assessment Commentary

Write the Assessment commentary (of **no more than 8 single-spaced pages**, including prompts, in addition to **no more than 2 pages** of attachments) by providing your response to each of the prompts below.

1. Analyzing Student Learning

- a. Identify the specific standards/objectives and central focus from the learning segment measured by the performance assessment chosen for analysis. Describe any changes from what was planned for this assessment as described in the lesson plans or in prompt 5 of Task 1, Part C: [Planning Commentary](#).
- b. Respond to the prompts below to create a summary of student learning relative to your evaluation criteria.
 - i. Summarize student performance in narrative and/or graphic form (e.g., table or chart).
 - ii. Discuss what students appear to perform and/or understand well and where they continue to struggle, including any misunderstandings, errors, confusions, or needs (including a need for greater challenge).
 - iii. Consider common patterns across the class as well as groups of students with similar strengths or needs. Cite evidence to illustrate your analysis from the **3 student videos** you provided. If the video is of a group, clearly indicate which individual performance(s) you are citing.
- c. Respond to the prompts below by referencing your understanding of the 2 focus students:
 - i. Describe each student's individual learning strengths and challenges relative to the standards/objectives measured by the chosen performance assessment. Consider your knowledge of each student (e.g., prior psychomotor and cognitive development, physical fitness level, language development, academic development, and/or special needs).
 - ii. After analyzing each student's performance, what conclusions did you make regarding their individual learning? Cite specific evidence to support your conclusions.

2. Feedback to Guide Further Learning

- a. In what form did you submit your evidence of feedback (e.g., written or video)? If submitted via video for Task 2 or 3, provide the time stamp here.

- b. How did feedback provided to each focus student address the individual student's needs and learning objectives? Reference specific evidence in the submitted feedback to support your explanation.
- c. What opportunities were/will be provided for students to apply the feedback to improve their work, either within the learning segment or at a later time?

3. Using Assessment to Inform Instruction

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

- a. Based on your analysis of student performance in the assessment, describe next steps for instruction for the whole class.
- b. Describe any individualized next steps for the 2 focus students.
- c. Explain how these next steps follow from your analysis of the student performances.

4. Evidence of Academic Language

Note: You may provide evidence for academic language with your Task 2 video clips **OR** your Task 3 student work sample videos of student performance. If your evidence of the key language demand is well represented in this task, then respond to the prompts below. Otherwise, respond to prompt 4 in Task 2, Part B: [Instruction Commentary](#). You must provide this evidence in at least one of the two available tasks.

- a. Describe evidence from the student videos that demonstrates the extent to which students are able to understand and/or use the language associated with the identified language demand (vocabulary, function/form, and instructional language) in ways that develop content understandings.
- b. Using this evidence, how well did your language supports or scaffolding promote academic language development for students with varied language levels?

How Will the Evidence of My Teaching Practice Be Assessed?

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. For Task 3: Assessing Student Learning, your evidence will be assessed using the following rubrics:

Assessment Rubrics

[Rubric 6: Analyzing Student Work](#)

[Rubric 7: Using Feedback to Guide Further Learning](#)

[Rubric 8: Using Assessment to Inform Instruction](#)

Academic Language in Physical Education Rubrics (If Applicable)

[Rubric 11: Scaffolding Students' Academic Language and Deepening Content Learning](#)

[Rubric 12: Developing Students' Academic Language and Deepening Content Learning](#)

Your evidence is submitted electronically to the online system used by your teacher preparation program. Your submission must conform to the specifications listed in the [K–12 Physical Education Evidence Chart](#).

Task 4: Analyzing Teaching

What to Think About

The Analyzing Teaching task asks you to reflect on your experiences teaching the learning segment and to consider what you have learned about your teaching and the learning of your students. You will provide evidence of your ability to analyze the effectiveness of your teaching and propose changes that would have better supported the development of knowledge and competencies of your diverse students in the psychomotor, affective, and/or cognitive learning domains through planned physical activities. Think about what you learned from your experiences teaching each day of the learning segment, and the analyses and commentaries you have provided throughout this assessment. What worked? What didn't? For whom? And why? What is your evidence?

What Do I Need to Do?

- ▣ Review your notes and reflections recorded throughout the learning segment and analyze what you have learned about your teaching, your students, and their learning.
- ▣ Respond to the Analyzing Teaching commentary prompts by explaining what you would do differently given the opportunity to teach these lessons again to the *same group of students*, and why you think these changes would make a difference in student learning.

What Do I Need to Write?

Analyzing Teaching Commentary

Write the Analyzing Teaching commentary (of **no more than 2 single-spaced pages**, including prompts) by providing your responses to each of the prompts below.

1. If you could teach these lessons to the same group of students again, what are two or three things you would do differently to improve your students' knowledge and competencies in the psychomotor, affective, and/or cognitive learning domains through physical activities, based on their varied needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, and/or assessment.
2. Citing evidence from your experience teaching this learning segment, explain why you would expect these changes to make a difference in student knowledge and competencies.

How Will the Evidence of My Teaching Practice Be Assessed?

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. For Task 4: Analyzing Teaching, your evidence will be assessed using the following rubrics:

Analyzing Teaching Rubric

[Rubric 9: Analyzing Teaching Effectiveness](#)

Your evidence is submitted electronically to the online system used by your teacher preparation program. Your submission must conform to the specifications listed in the [K–12 Physical Education Evidence Chart](#).

Glossary of Terms: K–12 Physical Education

academic language: Oral, written, and nonverbal language used for academic purposes. For physical education, it is the language students must use when developing movement competencies and learning knowledge in movement-based environments. Academic language is the means by which students develop and express content understandings and communicate with each other, for example, during teamwork, when giving peer feedback, or when discussing a game strategy. Academic language includes the “language of the discipline” (vocabulary and functions and forms of language associated with learning outcomes in a particular subject) and the “instructional language” used to engage students’ in learning content. Academic language in physical education is anchored in movement patterns, performance concepts, and health-enhancing fitness vocabulary, which are vital components of every lesson in physical education. It includes nonverbal signals used during games, as well as oral and written communications.

assessment (formal and informal): Refers to all those activities undertaken by teachers, and by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (see Black & William 1998). Assessments provide evidence of students’ prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments to inform instruction in the moment may include such things as student questions and responses during instruction, and teacher observations of students as they work. Formal assessments to inform next steps in instruction may include such things as scoring guide or rubrics, Game Performance Assessment Instruments, physical fitness plans, tests, quizzes, and journals.

assessment tool/procedure: Any method for strategically gathering evidence of student learning (e.g., observing students as they work; posing questions; or administering more formal written assessments that include evaluation criteria, such as rubrics, and a written record).

central focus: A statement or phrase that captures or summarizes the overarching learning outcomes associated with content standards and learning objectives. It may not be as broad or comprehensive as a big idea or essential question used in a longer unit of instruction, but it should represent a focus beyond facts and skills. For example, the central focus for a physical education learning segment might be executing a basketball layup with proper form.

engaging students in learning: Using instructional and motivational strategies that promote students’ active involvement in learning tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Engagement in learning contrasts with student participation in learning tasks that are not well-designed and/or implemented and do not increase student learning, develop skills, or enhance physical fitness.

evaluation criteria: Performance indicators or dimensions that are used to assess evidence of student performance/learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner’s degree of success on an assessment. Evaluation criteria can be represented in various ways, such as a rubric, a checklist, a point system for different levels of performance, or rules for awarding full versus partial credit. Evaluation criteria may examine correctness/accuracy, psychomotor complexity, sophistication or elaboration of responses, or quality of explanations.

health-enhancing physical fitness: Intentional and systematic physical activity that positively enhances the components of personal physical fitness (e.g., cardiovascular endurance, muscular strength, and endurance, flexibility, and body composition). Improving these components reduces the risk of disease and illness, and enhances overall health and well-being.

instructional language: Language teachers use to direct student engagement in learning (task directions, routines, questions, explanations, etc.) **AND** language that students need in order to participate with each other in a physical activity, task, or discussion (commands and nonverbal signals used in team sports; questions, explanations, and so on, used in whole class, small group, or partner interactions). Instructional language may or may not be subject specific.

language demands: Specific ways language (reading, writing, listening, and speaking) will need to be used by students to participate in learning tasks and demonstrate their learning. Language demands vary by discipline and language function/form.

language development: Students' language abilities in terms of nonverbal communications in the field, speaking, listening, reading, and writing skills. All students, including high-performing students, can improve their academic language proficiency in terms of precise language choices, more clear and/or complex communication, and greater fluency with discipline-specific language.

language forms: Structures or ways of organizing oral or written language serve a particular function. Language forms can be at the sentence level, paragraph, or symbolic level. If the function is to construct a fitness goal, then appropriate language forms could include pattern sentences like "By _____, I will _____ in (length of time)" or a chart representing target numbers of physical activities or minutes involved in an activity in a particular time period.

language functions: For oral and written language in classrooms, the function is the purpose the language is intended to achieve. Functions are associated with verbs found in learning outcome statements. Language functions in physical education include, but are not limited to, comprehending instructions in task cards; describing how to perform a particular movement; explaining the how and why of a movement, tactic, or strategy; communicating verbally and nonverbally to classmates about tactics during a game; interpreting data; communicating an assessment to a peer; and writing personal health-enhancing fitness goals.

learning objectives: Student learning outcomes to be achieved by the end of the lesson or learning segment.

learning segment: A set of 3–5 lessons that build on one another toward a central focus, with a clearly defined beginning and end.

movement patterns: Fundamental movements as the essential building blocks to skillful movement. These include locomotor (e.g., jumping and running), nonlocomotor (e.g., bending and stretching), and manipulative (e.g., striking and throwing) movement patterns.

performance concepts: Knowledge and action concepts related to skillful performance of movement and fitness activities. Includes aspects of (1) correct selection of "what" to do when performing a skill (e.g., when to choose a drop shot or why to choose low repetitions for strength training); and (2) correct execution or "how" to do a skill (e.g., executing a wrist flick or knowing the correct speed for lowering the weight in a repetition). (Rink 2003)

prior learning, skills, and experience: Includes students' academic development (including psychomotor development), physical fitness levels, language development, family/cultural assets, and lived experiences.

scaffolding: A special type of instructional support to allow students to do a task that they cannot yet do independently. Like scaffolding for buildings under construction, the support is

designed to be temporary and to be removed or gradually reduced as students learn to do the task by themselves.

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

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

Rubrics

Planning Rubrics

Rubric 1: Planning for Developing Competencies and Knowledge in Physical Education

How do the candidate’s plans build students’ competencies and knowledge in the psychomotor, affective, and/or cognitive domains related to movement patterns, performance concepts, and health-enhancing fitness?

Level 1 ²	Level 2	Level 3	Level 4	Level 5
Standards, objectives, and learning tasks and materials are not aligned with each other.	Standards, objectives, and learning tasks and materials are loosely or inconsistently aligned with each other.	Standards, objectives, and learning tasks and materials are consistently aligned with each other and with the central focus for the learning segment.	Standards, objectives, and learning tasks and materials are consistently aligned with the central focus. Learning objectives clearly define measurable outcomes for student learning.	Standards, objectives, and learning tasks and materials are consistently aligned with the central focus. Learning objectives clearly define measurable outcomes for student learning in the psychomotor, affective, and cognitive domains.
Plans focus solely on the psychomotor domain with no connections to the cognitive or affective domains. OR There are significant content inaccuracies that will lead to student misunderstandings.	Plans for instruction support student learning of psychomotor competencies and knowledge with vague connections to the cognitive OR affective domains.	Plans for instruction build on each other to support learning of psychomotor competencies and knowledge with clear connections to the cognitive OR affective domains.	Plans for instruction build on each other to support learning of psychomotor competencies and knowledge with clear and meaningful connections to the cognitive AND affective domains.	Plans for instruction build on each other to lead students to make clear and meaningful connections among identified psychomotor, cognitive, AND affective competencies and knowledge.
Candidate’s structure of the physical environment poses challenges to students’ safe participation in physical activities.	Candidate structures the physical environment to allow safe participation in physical activities.	Candidate structures the physical environment to allow meaningful and safe participation in physical activities.	Candidate structures the physical environment to allow meaningful and safe participation in physical activities, with rules and transitions that enhance time on task and safety.	Candidate structures the physical environment to allow meaningful and safe participation in physical activities, with rules and efficient transitions to enhance time on task and safety.

² Text representing differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.
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Planning Rubrics continued

Rubric 2: Using Knowledge of Students to Inform Teaching and Learning

How does the candidate use knowledge of his/her students to target support for students’ development of competencies and knowledge in the psychomotor, affective, and/or cognitive domains related to movement patterns, performance concepts, and health-enhancing fitness?

Level 1	Level 2	Level 3	Level 4	Level 5
Learning tasks do not reflect characteristics of students’ prior learning, skills, and experience. ³	Learning tasks reflect general characteristics of students’ prior learning, skills, and experience.	Learning tasks draw on students’ prior learning, skills, and experience AND social/emotional development or interests.	Learning tasks draw on students’ prior learning, skills, and experience, social/emotional development, and interests.	Learning tasks draw on and engage students in examining their own strengths from prior learning, skills, and experience, social/emotional development, and interests.
There are no planned supports for students with varied needs.	Planned support consists of general strategies loosely tied to learning objectives or the central focus of the learning segment.	Planned support includes tasks/materials and/or scaffolding tied to learning objectives and the central focus with attention to the characteristics of the class as a whole and to requirements in IEPs and 504 plans.	Planned support includes a variety of tasks/materials and scaffolding tied to specific learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs and include strategies to surface and respond to common errors and misunderstandings.	Planned support includes multiple ways of engaging with content ⁴ that support students to meet specific standards/objectives within the central focus. Support is specifically designed to address a variety of student learning strengths and needs, and include specific strategies to surface and respond to common errors and misunderstandings.
Candidate’s justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.	Candidate justifies learning tasks with limited attention to students’ prior learning and experience.	Candidate uses examples of students’ prior learning and experience to justify why learning tasks (or their adaptations) are appropriate.	Candidate uses examples from their students’ prior learning and experience AND relevant research and/or theory to justify why learning tasks (or their adaptations) are appropriate.	Candidate justifies learning tasks by explaining their appropriateness for students’ prior learning and experience and anticipated effects on new learning with support from relevant research and/or theory.

³ “Prior learning and experience” includes students’ academic development (including psychomotor development), physical fitness levels, language development, family/cultural assets, and lived experiences.

⁴ For example, planned support includes choices in equipment, space, and level of practice tasks.

Planning Rubrics continued

Rubric 3: Planning Assessments to Monitor and Support Student Learning

How are the informal and formal assessments selected or designed to provide evidence of student progress toward the standards/objectives?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The set of assessments are not aligned to the standards and learning objectives and will provide little or no evidence of students’ competencies and skills related to movement patterns, performance concepts, and health-enhancing fitness.</p> <p>OR</p> <p>Assessment accommodations or modifications required by IEP or 504 plans are NOT made.</p>	<p>The set of assessments are loosely aligned to the standards and objectives, and provide limited evidence for monitoring students’ competencies and skills related to movement patterns, performance concepts, and health-enhancing fitness during the learning segment.</p>	<p>The set of assessments are aligned to the standards and objectives, and provide evidence for monitoring students’ competencies and skills related to movement patterns, performance concepts, and health-enhancing fitness at different points in the learning segment.</p>	<p>The set of assessments are aligned to the standards and objectives, and provide multiple forms of evidence for monitoring students’ progress toward developing competencies and skills related to movement patterns, performance concepts, and health-enhancing fitness throughout the learning segment.</p>	<p>The set of assessments are strategically designed to provide multiple forms of evidence for monitoring student progress toward developing competencies and skills related to movement patterns, performance concepts, and health-enhancing fitness relative to the standards and objectives throughout the learning segment.</p>

Instruction Rubrics

Rubric 4: Engaging Students in Learning

How does the candidate actively engage students physically and cognitively in developing specific competencies and knowledge in the psychomotor, cognitive, and affective domains related to movement patterns, performance concepts, and health-enhancing fitness through planned physical activities?

Level 1	Level 2	Level 3	Level 4	Level 5
In the clips, students are passive or inattentive while candidate directs discussions, tasks, or activities.	In the clips, students are participating in activities with a sole focus on psychomotor competencies and knowledge without developing competencies and skills in the cognitive or affective domains.	In the clips, students are physically and cognitively engaged in activities, tasks, or discussions that develop competencies and knowledge in the psychomotor, cognitive, and affective domains.	In the clips, students are physically and cognitively engaged in activities, tasks, or discussions that develop competencies and knowledge in the psychomotor, cognitive, and affective domains through both teacher-student and student-student interaction.	In the clips, students are physically and cognitively engaged in activities, tasks, or discussions tailored to specific student needs that support the development of competencies and knowledge in the psychomotor, cognitive, and affective domains through both teacher-student and student-student interaction.
There is little to no evidence that candidate attends to students' prior learning and experience.	Candidate attempts to link new content to students' prior learning and experience, but the links are unrelated to the targeted competencies and knowledge or cause student confusion.	Candidate links new competencies and knowledge to students' prior learning and experience as well as to relevant competencies and knowledge.	Candidate makes links between new content and students' prior learning and experience in ways that support understandings of relevant competencies and knowledge.	Candidate prompts students to make links between new content and their prior learning and experience in ways that deepen understandings of relevant competencies and knowledge.
There are safety problems visible on the videotape posing an immediate danger to students. OR Student misbehavior or candidate's disrespect for one or more students severely limits students' engagement in learning.	Rules and routines exist but are not effectively enforced to consistently ensure a safe environment. Candidate reacts to any safety issues that emerge.	Candidate prompts students, as needed, to follow rules and routines, including transitions, that maximize time on task and ensure a safe environment. Candidate reacts promptly to any safety issues that are emerging.	Candidate prompts students, as needed, to follow rules and routines, including transitions, that maximize time on task and encourage personal and social responsibility for ensuring a safe and effective learning environment. Candidate reacts promptly to any situation that might lead to safety issues.	Students prompt each other, as needed, to follow rules and routines, including transitions, that maximize time on task and encourage personal and social responsibility for ensuring a safe and effective learning environment. Candidate reacts promptly to any safety issues that are emerging.

Instruction Rubrics continued

Rubric 5: Deepening Student Learning

How does the candidate elicit and monitor students' responses to deepen their specific competencies and knowledge in the psychomotor, cognitive, and affective domains related to movement patterns, performance concepts, and health-enhancing fitness through planned physical activities?

Level 1	Level 2	Level 3	Level 4	Level 5
There are no candidate-student interactions on the clips OR students provide few responses during the interactions.	Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.	Candidate elicits student responses related to knowledge and cognition to understand and improve the planned physical activity.	Candidate elicits and builds on students' knowledge and cognition to explicitly portray, extend, or clarify a movement pattern or a concept related to performance or health-enhancing fitness.	All components of Level 4 plus: Candidate facilitates interactions among students to evaluate their own individual or collective performance and/or their understanding of the competencies and knowledge underlying the performance.
The candidate stays focused on facts or directions with no attention to applications of knowledge or strategies. OR Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.	Candidate makes vague or superficial connections among knowledge, strategies, and their application to the competencies and/or the physical activity.	Candidate makes clear connections among knowledge, strategies, and their application to the competencies and/or the physical activity.	Candidate uses strategically chosen connections among knowledge, strategies, and their application to the competencies and/or the physical activity in ways that deepen student understanding of movement patterns, performance concepts, and/or health-enhancing fitness through planned physical activities.	

Assessment Rubrics

Rubric 6: Analyzing Student Work

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

Level 1	Level 2	Level 3	Level 4	Level 5
Criteria are not aligned with the identified standards/objectives.	Criteria are generally aligned with the standards/objectives from the learning segment.	Criteria are clearly aligned with the standards/objectives from the learning segment.	Criteria are clearly aligned with the standards/objectives from the learning segment. Criteria indicate qualitative differences in student performance.	<p>All components of Level 4 plus: Candidate is able to identify areas of strength in a predominantly weak performance and/or areas for improvement in a predominantly strong one.</p>
The analysis is superficial and/or vaguely connected to identified standards and objectives.	The analysis focuses only on student errors in relation to identified standards/objectives.	The analysis focuses on listing what students did right and wrong in relation to the competencies and knowledge for identified standards/objectives.	The analysis focuses on patterns of strengths and weaknesses in student competencies and knowledge in relation to identified standards and learning objectives. The analysis uses these patterns to understand student development in the psychomotor, cognitive, and/or affective domains.	
<p>OR</p> <p>The conclusions in the analysis are not supported by either student work samples or the summary of performance.</p>	The analysis is supported by work samples and the summary of performance in a general way.	The analysis is supported by work samples and the summary of performance, with attention to some differences in whole class development of different aspects of the competencies and knowledge assessed.	The analysis is supported by work samples and the summary of performance, as well as references to evidence in work samples to identify specific patterns of development for individuals or groups.	

Assessment Rubrics continued

Rubric 7: Using Feedback to Guide Further Learning

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Feedback is unrelated to the learning objectives.</p> <p>OR</p> <p>The feedback contains significant content inaccuracies.</p>	<p>Feedback focuses solely on identifying errors aligned with the learning objectives.</p>	<p>Feedback accurately identifies general areas for what students did well and what they need to improve related to specific learning objectives.</p>	<p>Feedback is clear, specific, and accurate; helps the student understand what he/she did well; and provides guidance for improvement.</p>	<p>All components of Level 4 plus: Candidate describes how students will use feedback to evaluate their overall performance.</p>
<p>Opportunities for applying feedback are not described.</p>	<p>Candidate describes how students will correct their errors.</p>	<p>Candidate describes how students will use feedback to improve their competencies and knowledge.</p>	<p>Candidate describes how students will use feedback to deepen their competencies and knowledge and to improve their overall performance.</p>	

Assessment Rubrics continued

Rubric 8: Using Assessment to Inform Instruction

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Next steps do not follow from the analysis.</p> <p>OR</p> <p>Next steps are not relevant to the standards and learning objectives assessed.</p> <p>OR</p> <p>Next steps are not described in sufficient detail to understand them.</p>	<p>Next steps focus on reteaching, pacing, or classroom management issues.</p>	<p>Next steps propose general support that improves student performance related to the standards and learning objectives assessed.</p>	<p>Next steps provide targeted support to individuals and groups to improve their performance relative to the standards and learning objectives assessed.</p>	<p>Next steps provide targeted support to individuals and groups to improve their performance relative to the standards and learning objectives assessed.</p> <p>Next steps extend student learning beyond what was assessed in the learning segment.</p>

Analyzing Teaching Rubric

Rubric 9: Analyzing Teaching Effectiveness

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

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate proposes changes unrelated to knowledge of students and their learning.	Proposed changes are focused primarily on improving directions for learning tasks or time management .	Proposed changes address students' collective learning needs related to standards/objectives .	Proposed changes address some individual and collective learning needs related to standards/objectives .	Changes in teaching practice are specific and strategic to improve individual and collective student competencies and knowledge related to the standards/objectives .
OR Candidate does not propose any changes.	Candidate proposes changes that are loosely related to student learning evidence OR are superficially related to knowledge of students' prior learning and experiences.	Candidate cites evidence of student learning OR knowledge of students' prior learning and experiences to explain changes to teaching practices .	Candidate explains changes to teaching practices by citing <ul style="list-style-type: none"> • examples of successful and unsuccessful teaching practices; • evidence of performance/learning; • knowledge of students' prior learning and experiences. 	Candidate justifies changes to teaching practices by citing <ul style="list-style-type: none"> • examples of successful and unsuccessful teaching practices; • analysis of evidence of performing/learning; • nuanced knowledge of students' prior learning and experiences.

Academic Language in Physical Education Rubrics

Rubric 10: Understanding Students' Language Development and Associated Language Demands

How does the candidate use knowledge of students' language development to identify a key language demand central to content learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's description of students' academic language development is limited to what they CANNOT do.	Candidate's description of students' academic language development is primarily focused on needs.	Candidate's description of students' academic language development identifies strengths and needs.	Candidate's description of students' academic language development identifies strengths and needs and highlights individual or group differences .	Candidate's description of students' academic language development identifies needs as well as strengths that individual students or groups with similar needs can build upon .
Vocabulary, symbols, or other identified language demands are only vaguely related to the academic purposes of the learning segment.	Candidate identifies unfamiliar vocabulary (or physical signals) in the learning segment without considering other language demands or purposes (functions/forms).	Candidate identifies vocabulary (and/or physical signals) as well as a language demand (function/forms) that are central to the learning segment and appropriate to most students' language development.	Candidate justifies why the selected language demand (function/forms) and vocabulary (and/or physical signals) are central to the learning segment and appropriate to most students' language development.	Candidate justifies why the selected language demand (function/forms) and vocabulary (and/or physical signals) are central to the learning segment and appropriate to students' varied levels of language development .

Academic Language in Physical Education Rubrics continued

Rubric 11: Scaffolding Students' Academic Language and Deepening Content Learning

How does the candidate support academic language development associated with content learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Language and/or content is oversimplified to the point of limiting student access to the core content of the learning segment.	Candidate provides limited support for students to meet the selected language demand of the learning segment.	Candidate provides support so students can use language associated with the selected language demand necessary to engage in academic tasks.	Candidate provides explicit models and opportunities for practice so students can use language (associated with the language demand) to express and demonstrate development of competencies and knowledge.	Candidate provides explicit models, opportunities for practice, and feedback so students can use language (associated with the language demand) to express, develop, and demonstrate development of competencies and knowledge.

Rubric 12: Developing Students' Academic Language and Deepening Content Learning

How does the candidate reveal students' understanding and use of academic language associated with content learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies evidence (from video clip[s] OR assessment data) unrelated to the identified language demand.	Candidate identifies limited evidence (from video clip[s] OR assessment data) that students had an opportunity to understand and use the identified academic language.	Candidate identifies evidence (from video clip[s] OR assessment data) that students had an opportunity to understand and use the identified academic language.	Candidate identifies evidence (from video clip[s] OR assessment data) that students are understanding and using targeted academic language in ways that support their language development and the development of competencies and knowledge.	Candidate identifies evidence (from video clip[s] OR assessment data) that students with varied strengths and needs are understanding and using targeted academic language in ways that support their language development and the development of competencies and knowledge.

K–12 Physical Education Evidence Chart

Your evidence must be submitted electronically to the online system used by your teacher preparation program. Your submission must conform to the artifact and commentary specifications for each task. This section provides links to Pearson templates and instructions for all evidence types as well as a description of supported file types for evidence submission, response file names, response lengths, and other information regarding format specifications.

Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Response File Name	Response Length	Additional Information
Part A: Context for Learning Information	.doc; .docx; .odt; .pdf	PE_Context_Inf_ template	Completed form should not exceed 2 pages .	<ul style="list-style-type: none"> None
Part B: Lesson Plans for Learning Segment	.doc; .docx; .odt; .pdf	PE_Lesson_1, PE_Lesson_2, PE_Lesson_3, etc. Submit 1 file per lesson.	Lesson plans, plus no more than 5 additional pages of KEY instructional materials and assessment tools/procedures per lesson plan	<ul style="list-style-type: none"> Label each lesson plan separately (PE_Lesson_1, PE_Lesson_2, etc.). Each file should include the following components in this order: <ul style="list-style-type: none"> lesson plan instructional materials assessment tools/procedures If materials are used in more than one lesson, include them only in the first lesson in which they appear.
Part C: Planning Commentary	.doc; .docx; .odt; .pdf	PE_Planning_Comm_ template	No more than 9 pages of commentary, including the prompts	<ul style="list-style-type: none"> Arial 11-point type Single spaced with 1" margins on all sides

Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Response File Name	Response Length	Additional Information
Part A: Video Clips	flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	PE_Lesson_1_Clip_1 and PE_Lesson_1_Clip_2	2 video clips. Total running time for one should be no more than 15 minutes . Total running time for the other should be no more than 5 minutes .	<ul style="list-style-type: none"> ■ Clips should include <ul style="list-style-type: none"> ■ interactions—between you and your students—that are visible and clearly heard ■ either the whole class or a targeted group of students ■ Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear on the video. ■ Because of the poor acoustics in gymnasiums and outdoor settings, provide descriptions of the dialogue in any sections of the video where it is difficult to hear relevant voices. Represent the dialogue accurately without providing an exact transcription. Insert this text (no more than 2 pages) at the end of the file you submit as Part B: Instruction Commentary.
Part B: Instruction Commentary	.doc; .docx; .odt; .pdf	PE_Instruction_Comm_template	No more than 4 pages of commentary, including the prompts	<ul style="list-style-type: none"> ■ If needed, insert the descriptions of dialogue from Part A (no more than 2 pages) at the end of the Instruction commentary. ■ Arial 11-point type ■ Single spaced with 1" margins on all sides

Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Response File Name	Response Length	Additional Information
Part A: Student Work Samples	flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	PE_Video_1, PE_Video_2, and PE_Video_3	3 video clips. Total running time for all 3 video clips should be no more than 10 minutes.	<ul style="list-style-type: none"> Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear on the video. Because of the poor acoustics in gymnasiums and outdoor settings, provide descriptions of the dialogue in any sections of the video where it is difficult to hear relevant voices. Represent the dialogue accurately without providing an exact transcription. Insert this text (no more than 2 pages) at the end of the file you submit as Part C: Assessment Commentary.
Part B: Evidence of Feedback Document and submit your feedback if it is not recorded on the student work sample videos.	For written feedback: .doc; .docx; .odt; .pdf For audio feedback: flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma For video feedback: flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	Match the evidence to the student work sample videos by naming the file with the corresponding work sample number; for example, PE_Feedback_3.		<ul style="list-style-type: none"> Submit only 1 file for each student—a document, video file, OR audio file. If feedback is submitted as a video recording from Task 2 or 3, provide the time-stamp reference in the appropriate prompt within the Assessment commentary.
Part C: Assessment Commentary	.doc; .docx; .odt; .pdf	PE_Assessment_Comm_template	No more than 8 pages of commentary, including the prompts	<ul style="list-style-type: none"> Include the evaluation criteria and clarification of assessment task/directions for the chosen assessment and insert it (2 pages maximum) at the end of the Assessment commentary. If needed, insert the descriptions of dialogue from Part A (no more than 2 pages) at the end of the Assessment commentary. Arial 11-point type Single spaced with 1" margins on all sides

Task 4: Commentary Specifications

What to Submit	Supported File Types	Response File Name	Response Length	Additional Information
Part A: Analyzing Teaching Commentary	.doc; .docx; .odt; .pdf	PE_AT_Comm_template	No more than 2 pages of commentary, including the prompts	<ul style="list-style-type: none"> ■ Include examples from notes you recorded throughout the learning segment when responding to these commentary prompts. ■ Arial 11-point type ■ Single spaced with 1" margins on all sides