

MSUM edTPA

In- House Scoring Training

Why are we doing this?

- In-house scoring gives STL feedback on MSUM's ED. Programs
- In-house scoring gives STL a better and shared understanding of edTPA
- In-house scoring gives STL focused information on how candidates are meeting specific standards
- An opportunity to check our alignment with state scoring.
- More in-depth and timely candidate feedback

New Submission and Scoring Process:

- Student submission and In-House scoring is being moved into DIARY
 - Allows you to score anytime and anyplace you have internet access.
 - Makes it easier for candidates to submit and reduce paper usage – eventually.
 - Improves data usage for program improvement and accreditation.
 - Improves storage issues.

New Rubric(s) by content area

- Developed by Stanford – SCALE (original developers of edTPA)
- Used throughout the state of MN by other Ed programs
- Endorsed by the Minnesota Department of Education
- Endorsed by statewide edTPA coordinator
- More Directly connected to the state level scoring completed through PEARSON

Scoring Process

- Score each candidate's edTPA using the 15 rubrics **for the specific content area**
- Passing scores are in the proficient range – a candidate may have 1 - 2 rubrics in the emerging range without failing edTPA or having any impact on their student teaching.
- We will still tie passing edTPA to passing student teaching but will take any redo of edTPA on a case by case basis.
- The goal of In-House scoring is information for **The Candidate and STL faculty**

Rubrics: 3(1/2) point scale

Emerging, Proficient, Advanced

Emerging- Indicates weak performance and need for growth, but **not** failing edTPA or a need to redo if this score occurs on limited basis. (one or two rubrics only).

Emerging Plus - Indicates mixed performance with performance on one aspect of the rubric at an emerging level while performance on another aspect of the same rubric at a proficient level.

Proficient- Indicates an expected level of performance and is the goal for passing and hopefully most candidates will fall in this range most of the time.

Advanced - Indicates an exceptional level of performance well beyond what we typically expect. This is likely only used on occasion and probably with a very few candidates.

Failing edTPA, and therefore student teaching OR the need to redo any part of edTPA will be determined on a case by case basis in consultation with edTPA coordinator, supervisor and others.

Scoring rubric elements:

Content Area: Check that you're using the right one.

tasks is either missing OR represents a deficit view of students and their backgrounds.	limited attention to students' prior academic learning OR personal/cultural/community assets.	(or their adaptations) are appropriate using <ul style="list-style-type: none"> examples of students' prior academic learning OR <ul style="list-style-type: none"> examples of personal/cultural/community assets Candidate makes superficial connections to research and/or theory.	tasks (or their adaptations) are appropriate using <ul style="list-style-type: none"> examples of students' prior academic learning examples of personal/cultural/community assets Candidate makes connections to research and/or theory.	Candidate's justification is supported by principles from research and/or theory.
LOOK FORs: Justification for plans includes: <ul style="list-style-type: none"> superficial descriptions of students' prior learning OR lived experiences persuasively negative portrayal of students' backgrounds, educational experiences or family/community characteristics (e.g., exclusive focus on student needs or gaps without acknowledging strengths) 		LOOK FORs: Justification for plans includes: <ul style="list-style-type: none"> concrete, specific connections between tasks and prior learning (academic OR lived experiences/assets) surface level discussion of theory or research 	LOOK FORs: All from Proficient and Justification for plans includes: <ul style="list-style-type: none"> concrete, specific connections between tasks and prior learning (academic AND lived experiences/assets) grounded discussion of theory or research (e.g., goes beyond "name dropping") 	
Evidence:				
Evaluation: (Check one): _____ Emerging _____ Proficient _____				

The "look-fors" are not exhaustive descriptions of the criteria on each rubric and should not be used as a checklist by candidates.

Scoring rubric elements:

Title and **Evidence** – where to look in order to determine scoring

Planning Rubrics - Rubric 1: Planning for Mathematical Understandings

EVIDENCE: Planning commentary prompt 1, lesson plans, instructional materials, assessments

How do the candidate's plans build students' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem solving skills?				
EMERGING PERFORMANCE ⁴		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
Candidate's plans focus solely on facts and/or procedures with no connections to concepts or reasoning/problem solving skills.	Plans for instruction support student learning of facts and procedures with vague connections to concepts OR reasoning/problem solving skills.	Plans for instruction build on each other to support learning of facts and procedures with clear connections to concepts OR reasoning/problem solving skills.	Plans for instruction build on each other to support learning of facts and procedures with clear and consistent connections to concepts AND reasoning/problem solving skills.	Level 4 plus: Candidate explains how they will use learning tasks and materials to lead students to make clear and consistent connections.
There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are not aligned with each other.				
LOOK FORs: Learning tasks <ul style="list-style-type: none"> • are teacher directed • focus on practice of skills/facts/procedures/conventions • limit opportunities to develop subject specific understandings⁵ • include consistent content errors • are not aligned with learning outcomes 		LOOK FORs: Learning tasks <ul style="list-style-type: none"> • are aligned with learning outcomes • build skills/facts/procedures and subject specific understandings (but may be unbalanced) 	LOOK FORs: All from Proficient and... Learning Tasks <ul style="list-style-type: none"> • are sequenced in a learning progression across lessons • build skills/facts/procedures/conventions and deep subject specific understandings across all lessons • support students to understand the relationship between skills/facts/procedures/conventions and subject specific understandings 	

Scoring Rubric Elements:

KEY Question

Performance levels

Planning Rubrics - Rubric 1: Planning for Mathematical Understandings

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Scoring rubric elements:

Look Fors – very helpful sources of specific evidence

Planning Rubrics - Rubric 1: Planning for Mathematical Understandings

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Look Fors

Rubric Elements: Evidence box and Score

Supply written feedback from elements or look fors

EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>There is little or no evidence of planned supports.</p> <p>OR</p> <p>Candidate does NOT attend to requirements in IEPs and 504 plans.</p>	<p>Planned supports are loosely tied to learning objectives or the central focus of the learning segment.</p> <p>AND</p> <p>Candidate attends to requirements in IEPs and 504 plans.</p>	<p>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.</p> <p>AND</p> <p>Candidate attends to requirements in IEPs and 504 plans.</p>	<p>Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs.</p> <p>AND</p> <p>Candidate attends to requirements in IEPs and 504 plans.</p>	<p>Level 4 plus:</p> <p>Supports include specific strategies to identify and respond to preconceptions, common errors, and misunderstandings.</p>
<p>LOOK FORs:</p> <p>Planned supports</p> <ul style="list-style-type: none"> • are superficially aligned with learning outcomes (e.g., some lessons address additional outcomes or miss key outcomes related to the central focus) • are limited or missing • do not address IEP/504 requirements 		<p>LOOK FORs:</p> <p>Planned supports</p> <ul style="list-style-type: none"> • are aligned with learning outcomes • are appropriate for the needs of the whole class • address IEPs/504 requirements 	<p>LOOK FORs:</p> <p>All from Proficient and...</p> <p>Planned supports</p> <ul style="list-style-type: none"> • are designed to scaffold learning for a variety of students (e.g., English learners, struggling readers, underperforming or gifted students) • identify and respond to potential misconceptions or partial understandings 	
<p>Evidence:</p>				
<p>Evaluation: (Check one): _____ Emerging _____ Proficient _____</p>				

Scoring Tips: Scoring progression

Focus: 1 to 3
 (teacher) (student)

Grouping: 1 to 3
 (whole group) (pairs, small groups & individual)

Differentiated: 1 to 3
 (none) (flexible and individualized)

Instructional Decisions: 1 to 3
 (indiscriminate) (clearly intentional)
 (unjustified) (solid reasoning)

Scoring Tips: Odds & Ends

- Score each task separately: don't let instruction bias planning or vice versa etc.
- Score each task completely and in order
- Commentaries go beyond superficial or simple descriptions to explanation of what it all means (Context for Learning and connections to theory and research)
- Look at words in **bold** type under each score level and notice how they change.
- Score levels are cumulative – advanced requires evidence of performance in all of proficient category

Scoring Tips: Odds & Ends

- Understand difference between participation (listening to teacher and completing worksheet, or activity) **and** engagement (students are thinking, talking, asking questions, figuring things out)
- Recognizing Deeper student learning: focuses on questioning (moves away from yes/no answers to open-ended and thought provoking)
- During questioning teacher candidate builds on student responses to tailor instruction to class or individual needs.

Practice Scoring: Elementary Math

- PLANNING Rubrics: 1 – 5
 - Work through scoring these at your table
 - Refer to the evidence section and the key question as you start
 - Check section elements and look fors as you read candidate's response
 - Work independently then compare and discuss each rubric results

Practice Scoring: Elementary Math

- Instruction Rubrics: 6, 8 & 10
 - Work through scoring these all together
 - Refer to the **evidence** section and the **key question** as we start
 - Check section elements and **look fors** as you VIEW video and read candidate's response
- Discuss interpretations

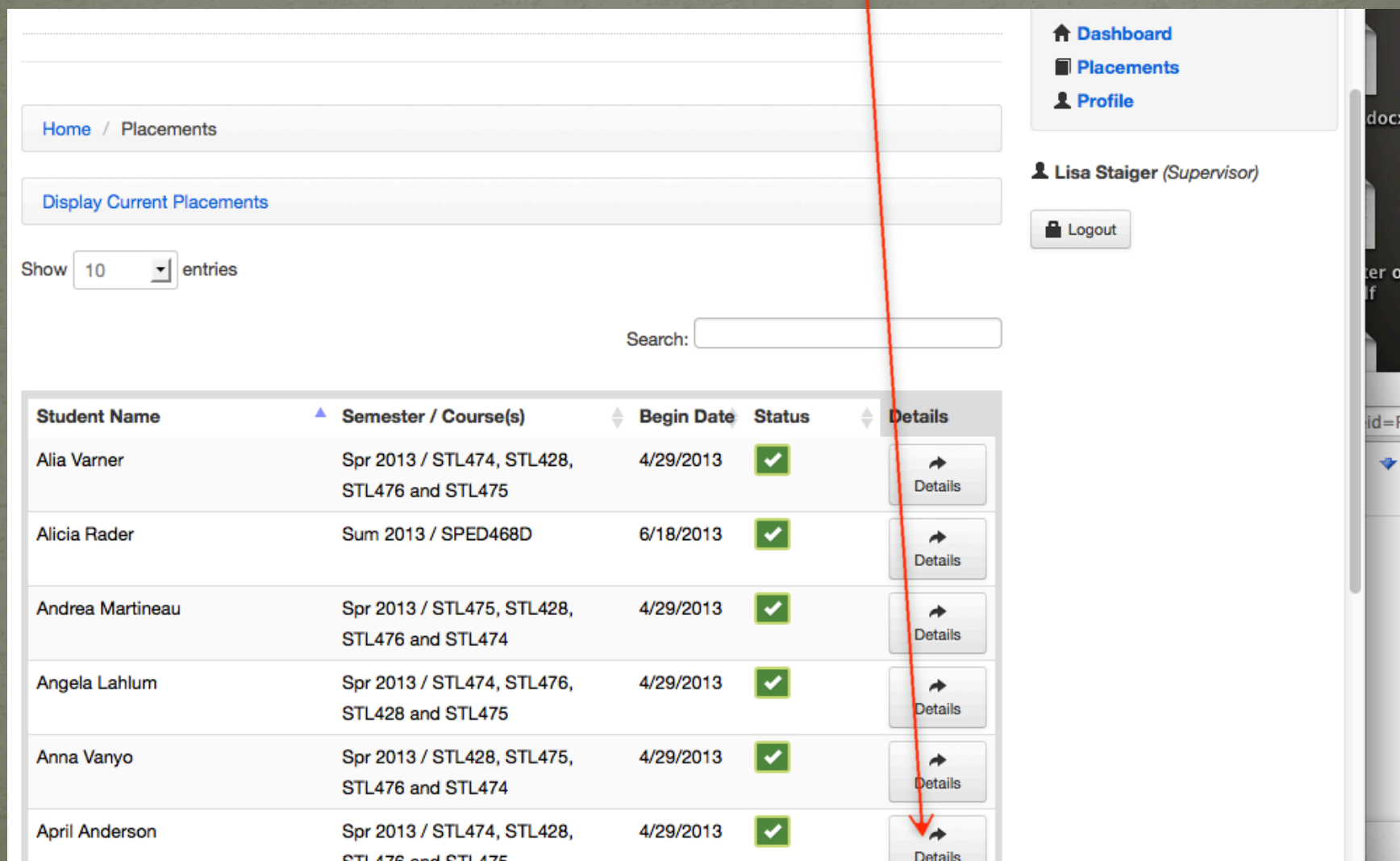
Practice Scoring: Elementary Math

- Assessment Rubrics: 11 & 12
- Work through scoring these individually then share with table.
 - Refer to the **evidence** section and the **key question** as you start
 - Check section elements and **look fors** as you read candidate's response
 - Discuss interpretations

Scoring submissions in DIARY

- Candidates have submitted in DIARY in the documents section
- Under the assessments section near the bottom of placement details you will find the scoring rubric
- Need to open both of these from DIARY
- You will need to access video off the candidate's disk this semester (will be in DIARY next semester)

DIARY Submission: log in, go to placement list & select details button after candidate's name



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[Lisa Staiger \(Supervisor\)](#)

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Student Name	Semester / Course(s)	Begin Date	Status	Details
Alia Varner	Spr 2013 / STL474, STL428, STL476 and STL475	4/29/2013	✓	Details
Alicia Rader	Sum 2013 / SPED468D	6/18/2013	✓	Details
Andrea Martineau	Spr 2013 / STL475, STL428, STL476 and STL474	4/29/2013	✓	Details
Angela Lahlum	Spr 2013 / STL474, STL476, STL428 and STL475	4/29/2013	✓	Details
Anna Vanyo	Spr 2013 / STL428, STL475, STL476 and STL474	4/29/2013	✓	Details
April Anderson	Spr 2013 / STL474, STL428, STL476 and STL475	4/29/2013	✓	Details

At placement details screen, scroll down to student documents

Placements Details

[Home](#) / [Placements](#)

Student Information

Name	Ashley Moe	Email	moeas@mnstate.edu
Dragonid	00307088	STUDENT ID	1370

Other Information

Student Level	Undergraduate	Other Email	ashdawn91@gmail.com
Other Phone	2182011416 (ATT)	Texting	Y
I, Ashley Moe, am a senior at Minnesota State University Moorhead. Throughout my college career I have had the opportunity to take many valuable early childhood education courses and participate in practicum placements			

TEACHER NAVIGATION

- [Dashboard](#)
- [Placements](#)
- [Profile](#)

 **Lisa Staiger** (Supervisor)

 Logout

At student documents you can click on each to view

No concerns found

Student Documents

Document Type	File
Context for Learning	Context for Learning_1370_2.doc
Lesson Plans for Learning Segment	All Lesson Plans_1370_6.doc
Instructional Materials	Missing
Assessments	Missing
Planning Commentary	Planning Commentary_1370_2.doc
Instruction Commentary	Instruction Commentary_1370_2.doc
Student Work Samples	Student Work Samples_1370_6.jpeg
Evidence of Feedback	Missing

Candidate's document will open in a new window – can have multiple ones open

edTPA

Early Childhood
Context for Learning Information

Context for Learning Information Directions: Respond to the prompts below (no more than 3 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. In what type of school do you teach?

Preschool: ☐

Elementary school: ☒

Other (please describe): ☐

Urban: ☐

Suburban: ☐

Rural: ☒

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

[I have no special features that will affect my teaching in this learning segment.]

3. Describe any district, school, or cooperating teacher requirements, or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[SRA reading, Saxon math, and Zaner-Bloser handwriting are the main curriculums throughout the daily schedule. The students are tested with AIMS Web three times a year (fall, winter, and spring).]

About the Class Featured in This Assessment

1. How much time is devoted each day to language and literacy instruction in your classroom?

Below that is the placement assessment and the edTPA rubric is there

Evaluation Criteria

Permission Slips

Missing

Authenticity Form

Missing

Release Form





Missing

Pearson Screen Shot

Missing

Missing

Placement Assessment

Assessment Title	Assessment Type	End Date	
 Field Experience Final Evaluation	Final Evaluation	Dec 30, 2013	View
 Teacher Candidate Midterm Evaluation	Final Evaluation	Dec 30, 2013	View
 Field Experience Final Dispositions	Disposition	Dec 30, 2013	View
 edTPA Early Childhood	EdTPA	Dec 30, 2013	View

Scoring template appears – use content area evaluation rubric for assistance

Emerging Performance	1	Emerging Performance
Proficient Performance	2	Proficient Performance
Advanced Performance	3	Advanced Performance
Emerging Plus	1.5	Emerging Plus

EDTPA EARLY CHILDHOOD (EDTPA) 33

Standard	Description	Score
EC Rubric 1: Planning for the Whole Child	Planning commentary prompt 1, lesson plans, instructional materials, assessments How do the candidate's plans support the active and multimodal nature of young children's development of language and literacy?	<input type="radio"/> Emerging Performance <input checked="" type="radio"/> Proficient Performance <input type="radio"/> Advanced Performance <input type="radio"/> Emerging Plus <div></div>
EC Rubric 2: Planning to Support Varied Learning Needs	EVIDENCE: Planning commentary prompts 2 & 3, lesson plans, instructional materials How does the candidate use knowledge of the children to support children's varied learning needs?	<input type="radio"/> Emerging Performance <input checked="" type="radio"/> Proficient Performance <input type="radio"/> Advanced Performance <input type="radio"/> Emerging Plus <div></div>
EC Rubric 3: Using Knowledge of Children	EVIDENCE: Planning commentary prompts 2 & 3 How does the candidate use knowledge of the children to justify instructional plans?	<input type="radio"/> Emerging Performance <input type="radio"/> Proficient Performance <input type="radio"/> Advanced Performance <input type="radio"/> Emerging Plus

content area evaluation rubric

Planning commentary prompt 1, lesson plans, instructional materials, assessments

How do the candidate's plans support the active and multimodal nature of young children's development of language and literacy?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
Candidate's plans are developmentally inappropriate OR focus solely on one modality for learning.	Plans for instruction support language and literacy development using only one modality with little connection to the active nature of children's learning.	Plans for instruction build on each other to support language and literacy development through at least one modality with connections to the active nature of children's learning.	Plans for instruction build on each other to support language and literacy development through multiple modalities with clear connections to the active nature of children's learning.	Level 4 plus: Candidate provides clear examples of the interdisciplinary context in which the learning takes place.
There are significant content inaccuracies that will lead to children's misunderstandings. OR Standards, objectives, learning tasks, and materials are not aligned with each other.				
LOOK FORs: Learning tasks • are developmentally inappropriate • limit opportunities to develop subject specific understandings ⁸ • include consistent content errors • are not aligned with learning outcomes		LOOK FORs: Learning tasks • are aligned with learning outcomes • build subject specific understandings	LOOK FORs: All from Proficient and... Learning Tasks • are sequenced in a learning progression across lessons • build deep subject specific understandings across all learning experiences • supports learning in an interdisciplinary context	

⁸ See edTPA handbooks for the subject specific understandings

Completing Scoring:

- Please complete the scoring of all your candidate's edTPAs by **Friday NOV. 22nd**
- Please return each candidate's disk to Jessica Las – Lommen 214C by Nov. 25th
- Please DO NOT share ANY score information or feedback with candidates **UNLESS they must revise**

Completing Scoring:

- If you feel a candidate needs to revise edTPA because of: 1. Incorrect writing OR 2. Poor quality,
PLEASE contact me immediately to consult.
- I will be responsible for emailing the candidate after we have consulted to explain the necessary revisions.
- Candidates must resubmit no later than DEC. 10th
- You will be responsible for assessing their revisions and contacting me if they achieve a passing score.