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This Field Test TPA Handbook is valid through August 31, 2012, and will be superseded by an updated version for Operational Use beginning Fall 2012.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

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 3–5 instructional days1 (3–4 if you teach the same students once or twice a week in an elementary setting) of visual arts lessons referred to as a learning segment. Consistent with the Visual Arts section of the National Standards for Arts Education (Consortium of National Arts Education Associations, 1994), a learning segment prepared for this assessment should reflect a broad approach to the visual arts, addressing creating and responding to visual art, applying knowledge and skills, related to its production (tools, techniques, and processes), form and structure (expressive features and organizational principles), and/or context (personal, social, cultural, historical).

1 If students are spending several lessons working independently to create an artwork, then the time can be extended, if needed, to no more than 10 hours, with about 3–5 hours of instruction and the rest spent monitoring and supporting students as they work.
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 the visual arts. 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 Visual Arts 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. 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 Visual Arts 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 Visual Arts 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 Visual Arts.
- **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

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<th>Evaluation Rubrics</th>
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<tr>
<td><strong>TPA Task 1: Planning Instruction and Assessment</strong></td>
<td></td>
<td><strong>Planning Rubrics</strong></td>
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<tr>
<td>► Provide relevant information about your instructional context.</td>
<td>□ Part A: Context for Learning Information</td>
<td>Rubric 1: Planning for Artistic Development</td>
</tr>
<tr>
<td>► Select a learning segment (of 3–5 sequential lessons&lt;sup&gt;2&lt;/sup&gt;) that supports students in creating and responding to visual arts, applying knowledge and skills related to its production (tools/instruments, techniques, processes), form and structure (expressive features, organizational principles), and/or context (personal, social, cultural, historical).</td>
<td>□ Part B: Lesson Plans for Learning Segment</td>
<td>Rubric 2: Using Knowledge of Students to Inform Teaching and Learning</td>
</tr>
<tr>
<td>► Consider your students’ strengths and needs and select a central visual arts focus and a key language demand for the learning segment.</td>
<td>□ Lesson plans</td>
<td>Rubric 3: Planning Assessments to Monitor and Support Student Learning</td>
</tr>
<tr>
<td>► Create an instruction and assessment plan for the learning segment and write lesson plans.</td>
<td>□ Instructional materials</td>
<td></td>
</tr>
<tr>
<td>► Respond to commentary prompts to explain what you know about your students and the thinking behind your plans.</td>
<td>□ Assessment tools/procedures</td>
<td></td>
</tr>
<tr>
<td>► 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).</td>
<td>□ Part C: Planning Commentary</td>
<td></td>
</tr>
</tbody>
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<sup>2</sup> If you teach the same students once or twice a week in an elementary setting, the learning segment should be 3–4 lessons. If you teach them daily in a traditional schedule or every other day in a block schedule, then the learning segment is the equivalent of 3–5 instructional hours. However, if the plans call for students to create an artwork, if needed, the learning segment can be extended to no more than 10 total contact hours, to allow time for students to complete the artwork. You should plan the equivalent of 3–5 hours of formal instruction, with the remainder where you are monitoring and supporting students as they work independently on creating the artwork.
<table>
<thead>
<tr>
<th>What to Do</th>
<th>What to Submit</th>
<th>Evaluation Rubrics</th>
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<tbody>
<tr>
<td>Collect permission forms from parents/guardians and prepare for video-recording.</td>
<td>Part A: Video Clips</td>
<td><strong>Instruction Rubrics</strong></td>
</tr>
<tr>
<td>Review and identify lessons where you are (1) introducing your students to a new medium of production, form/structure, and/or context (personal, social, cultural, historical) and (2) supporting students as they apply their knowledge and skills in creating and/or responding to art.</td>
<td>Part B: Instruction Commentary</td>
<td>Rubric 4: Engaging Students in Learning</td>
</tr>
<tr>
<td>Submit 2 video clips of no more than 10 minutes each in length.</td>
<td></td>
<td>Rubric 5: Deepening Student Learning</td>
</tr>
<tr>
<td>Respond to commentary prompts to analyze your teaching and your students’ learning in the video clips.</td>
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</table>
## TPA Task 3: Assessing Student Learning

<table>
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<tr>
<th>What to Do</th>
<th>What to Submit</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>► Analyze class performance from one assessment completed during the learning segment.</td>
<td>□ Part A: Student Work Samples</td>
<td>▪ Assessment Rubrics</td>
</tr>
<tr>
<td>► Identify 3 student work samples that illustrate trends in student performance within the class.</td>
<td>□ Part B: Evidence of Feedback</td>
<td>Rubric 6: Analyzing Student Work</td>
</tr>
<tr>
<td>► Select and analyze the learning of 2 focus students in more depth and document your feedback on their work.</td>
<td>□ Part C: Assessment Commentary</td>
<td>Rubric 7: Using Feedback to Guide Further Learning</td>
</tr>
<tr>
<td>► Respond to commentary prompts to report conclusions from your analysis and describe feedback given to the 2 focus students.</td>
<td></td>
<td>Rubric 8: Using Assessment to Inform Instruction</td>
</tr>
<tr>
<td>► Identify next steps in instruction based on your analysis.</td>
<td></td>
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</tr>
<tr>
<td>► Provide the Assessment task evaluation criteria and, if not evident from the work samples, the instructions or prompt for the assessment.</td>
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</tbody>
</table>

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Part A: Student Work Samples

Part B: Evidence of Feedback

Part C: Assessment Commentary
### TPA Task 4: Analyzing Teaching

- 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.

### TPA Academic Language in Visual Arts

(Evidence is gathered across tasks.)

- 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 samples from the Assessment task.
- Analyze the effectiveness of your language supports.

### What to Do | What to Submit | Evaluation Rubrics
---|---|---
TPA Task 4: Analyzing Teaching | Analyzing Teaching Commentary | Analyzing Teaching Rubric
| Rubric 9: Analyzing Teaching Effectiveness

### TPA Academic Language in Visual Arts 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.

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<tr>
<th>Responsibility</th>
<th>Description</th>
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<tr>
<td>Protect confidentiality</td>
<td>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.</td>
</tr>
<tr>
<td>Acquire permissions</td>
<td>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. 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. The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.</td>
</tr>
<tr>
<td>Cite sources</td>
<td>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.</td>
</tr>
<tr>
<td>Align instruction with state standards</td>
<td>As part of the assessment, you will document the alignment of your lesson plans with state-adopted academic content standards that are the target of student learning. Refer to the education agency website for your state to obtain copies of relevant standards for this assessment. See also the Arts Education Framework Project (NAEP, 2008).</td>
</tr>
</tbody>
</table>
| Collaborate with others while developing your own teaching practice | 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:  
  - 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 academic content knowledge, 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 the visual arts 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 Visual Arts 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 knowledge, skills, and abilities to create and respond to visual art, reflecting its production (tools, techniques, processes), form and structure (expressive features, organizational principles), and/or context (personal, social, cultural, historical).
- Plan a learning segment of the following length:
  - If teaching the same students once or twice a week in an elementary setting, 3–4 lessons.
  - If teaching the same students every day in a traditional schedule or every other day in a block schedule, approximately 3–5 instructional hours. However, if the plans call for students to create an artwork, then if needed, the learning segment can be extended to no more than 10 total contact hours, to allow time for student to complete the artwork. You should plan the equivalent of 3–5 hours of formal instruction, with the remainder where you are monitoring and supporting students as they work independently on creating the artwork.
Identify the central focus along with the content standards and objectives you will address in the learning segment.

Consider language demands associated with content understandings in the learning segment. These include the oral and written academic language that students will need to understand or produce in your learning segment. 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 samples).

Write a lesson plan for each lesson or, if extending the time for students to complete an artwork, for 3–5 hours of instructional time (not including any extended periods of time spent with students working independently on creating an artwork) 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].)
- 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 selected instructional materials and all assessment tools and/or procedures used during the learning segment (up to 5 artifact pages per lesson plan). The instructional materials might include class handouts or scans of PowerPoint or SmartBoard slides that can be inserted into the lesson plan file. See the Task 1: Artifacts and Commentary Specifications in the K–12 Visual Arts 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 Visual Arts 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 content you will teach in this learning segment.

2. Knowledge of Students to Inform Teaching
   For each of the categories listed below (a–e), describe what you know about your students’ prior learning and experiences 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, artistic development, prerequisite skills, ways of thinking in the subject areas, developmental levels, special educational needs)

   b. Physical development or conditions, if applicable for your learning segment (e.g., small muscle development needed for specific techniques, students with color blindness or visual impairments)

   c. Academic language development (e.g., students’ abilities to understand and produce the oral or written language or symbols associated with the central focus and standards/objectives within the learning segment as well as associated instruction)

   d. Family/community/cultural assets (e.g., relevant lived experiences, cultural expectations, student interests)

   e. 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 the Visual Arts
   Respond to prompts a–e 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 your understanding of your students’ prior learning, experiences, and development guided your choice or adaptation of learning tasks and materials to develop students’ abilities to create and/or respond to visual art in ways that reflect its production (tools, techniques, processes), form and structure (expressive features, organizational principles), and/or context (personal, social, cultural, historical).

   b. How are the plans for instruction sequenced in the learning segment to build connections between students’ prior learning and experiences and new knowledge?
c. Describe common errors or misunderstandings within your content focus and how you will address them.

d. Explain how, throughout the learning segment, you will help students make connections between creating and/or responding to art and its production (tools, techniques, processes), form and structure (expressive features, organizational principles), and/or context (personal, social, cultural, historical).

e. 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 IEPs (individualized education programs), English language learners, or gifted students 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 and language forms, essential vocabulary, icons/symbols, 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 while learning to create or respond to visual art.

b. Explain how planned instructional supports will assist students to understand academic language related to the key language demand to express and develop their content 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 student development of knowledge, skills, and abilities to create and respond to visual art related to its production (tools, techniques, processes), form and structure (expressive features, organizational principles), and/or context (personal, social, cultural, historical).

b. Describe any modifications or accommodations to the planned assessment tools or procedures that allow students with specific needs to demonstrate their learning.

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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 Artistic Development](#)
Rubric 2: Using Knowledge of Students to Inform Teaching and Learning
Rubric 3: Planning Assessments to Monitor and Support Student Learning

Academic Language in Visual Arts 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 Visual Arts 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 own creations of or responses to visual art. You will provide evidence of your ability to intellectually engage students in meaningful visual arts tasks, monitor their understanding, and use your responses to students to guide their learning to create and respond to visual arts expressions.

Think about how your choices of instructional strategies engage students in deepening their abilities to use visual arts media of production, form/structure, and/or context to create and/or respond to expressions of visual art. While teaching, how do you prompt students to make connections between their prior learning and experiences and the artistic content and skills to be learned? How do you support students to develop their own expressions of or responses to visual art by drawing on visual arts concepts? Consider which lessons in the learning segment require meaningful student engagement with concepts and expressions of visual art and video-record your classroom as you teach those lessons. Be strategic in selecting video clips that reveal the ways in which students are engaged and you are eliciting and monitoring their visual art understandings and skills.

What Do I Need to Do?

- Examine your plans for the learning segment and identify learning tasks in which students are actively engaged in learning about a new medium of production, form/structure, or context (personal, social, cultural, historical) and then applying that knowledge to create and/or respond to visual art. The video clips may or may not include the beginning and end of the learning task from which they come but should provide a sample of how you interact with students to support their learning in the visual arts.

- 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.

- Provide 2 video clips of no more than 10 minutes each in length. The interactions in the clips should demonstrate how you engage students in developing their understandings of visual arts related to creating or responding to art. The first clip should illustrate how you support your students in learning about a new medium of production (tools, techniques, processes), form/structure (expressive features and organizational principles), and/or context (personal, social, cultural, historical). The second clip should illustrate how you support students as they apply their knowledge and skills to creating and/or responding to visual art.

- Review the Video-Recording 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.

In addition to your video clips, you must provide a transcription of any relevant writing on the board, overheads, or walls if it is not clearly visible on the video. Insert this text (up to 2 pages) at the end of the file you submit as Part B: Instruction Commentary.

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. Explain how the instruction (tasks, activities, discussions, and/or teaching strategies) depicted in the clips motivated and intellectually engaged students in developing and applying understandings of a visual arts medium of production, form and structure, and/or context to create and/or respond to expressions of visual art. Cite specific examples from the clips of what students said/did to support your explanation.
   b. 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’ academic content knowledge, language development, social and emotional development, family/cultural assets, interests, and lived experiences.

3. Deepening Student Learning during Instruction
   a. Explain how you elicited student thinking or artistic intentions through questions or materials and facilitated responses that supported students’ development of knowledge and skills related to a medium of production, form and structure, and/or context to create and/or respond to visual art.
   b. 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 video clips in this task OR through student work samples in Task 3. If evidence of student understanding and/or use of the key language demand is well represented in the clips, 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 associated with the identified language demand (vocabulary, function/form, and/or instructional language) in ways that support the development of visual arts knowledge and skills.

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 Visual Arts 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 Visual Arts 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 an assessment 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 learning throughout the learning segment. How do you document and make sense of what students have learned? 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 an assessment from the learning segment that you will use to evaluate your students’ developing knowledge and skills. The assessment should reflect the work of individuals, not groups. The assessment should give both you and the students a sense of how well they are progressing toward learning visual arts knowledge, skills, and abilities targeted in the learning segment to

a. create art and/or
b. respond to art

by applying knowledge and skills related to its

a. production (tools, techniques, and processes)

b. form and structure (expressive features and organizational principles) and/or

c. context (personal, social, cultural, historical)

Collect student work from your entire class and analyze student performance to identify patterns in understanding and/or skills within the class. You may submit

a. PDF samples of photographs of artwork
b. Text files
c. Video recordings of a primary grade student’s oral description or explanation

Illustrate the results of your analysis with student work samples.

a. Select 3 student work samples representing what students in your class generally understood or could do and what a number of students were still struggling to
understand or do. At least one of the students must have identified learning needs, such as a student with developmentally immature motor skills, an English language learner, or a student with an IEP.

b. From the 3 student work samples already selected, identify 2 focus students: 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. You may provide a copy of written feedback or video/audio evidence of oral feedback.
  
  a. If your feedback is not shown on the student work samples or in the video clip(s), document and submit evidence of feedback you provided to the 2 focus students, either as individuals or as part of a larger group. You may submit a document (written feedback), an audio file, or a video file. Submit 1 file for each student.
  
  b. You do not need to submit a file showing evidence of feedback if your feedback is
  
  i. written on the student work sample. Be sure that scorers can distinguish your feedback from the students’ own work.
  
  ii. shown in the video clip(s) of your instruction. Identify your feedback for each student by providing the time stamp range on the video where the feedback can be found (e.g., clip 1, 01:35–03:05) in the appropriate prompt within Part C: Assessment Commentary. You may also submit an additional video showing oral feedback; see the Evidence Chart for information on naming and submission of the video.

- Include the evaluation criteria and clarification of the directions/prompts for the chosen assessment (if not clear from the student work samples) 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 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 understand or do 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 support your analysis from the 3 student work samples you selected.
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 assessment. Consider your knowledge of each student (e.g., prior knowledge of the content, physical development/condition, language development, academic development, and/or special needs).
   ii. After analyzing each student’s work sample, 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 directly on written work samples, in audio files, a time stamp reference for video clip[s] in the Instruction task)? If submitted via video for Task 2, provide the time stamp here.
   b. How did feedback provided to each focus student address 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 on this 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 video clips in Task 2 OR through the student work samples analyzed in this task. If your evidence of the key language demand is well represented in the student work samples, 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 work samples 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 Visual Arts 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 Visual Arts 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 learning of your diverse students. 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 the learning of these students 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 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 4: Analyzing Teaching, your evidence will be assessed using the following rubric:
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 Visual Arts Evidence Chart.
Glossary of Terms: K–12 Visual Arts

**academic language:** Oral, written, and symbolic language used for academic purposes. It is the language students must have in order to learn content in schools. Academic language is a key means by which students develop and express content understandings. 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. For visual arts, it can also include icons or symbols.

**assessment (formal and informal):** Refers to all those activities undertaken by teachers and by their students that provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (see Black and Wiliam 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 may include such things as student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include such things as original artwork, journals, quizzes, homework assignments, papers, and projects.

**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).

**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 third grade learning segment might be learning about the use of line in visual art. The learning segment would focus on being introduced to the concept of line through several artworks in which it features prominently, then producing an original artwork using line, doing a gallery walk of completed paintings, and then discussing how line was used to create effects.

**context of art:** The personal, social, historical, and cultural background of the artist and/or time and place where a work of art was produced (based on the National Standards for Arts Education, 1994, available at http://artsedge.kennedy-center.org/educators/standards.aspx).

**create visual art:** To produce an artwork that is in a visual art genre (e.g., drawing, painting, sculpture, illustration, cartoon, multimedia work using visuals such as a video or PowerPoint). The creation of a visual artwork can serve a number of instructional goals, including creative expression, historical and cultural investigation, response to another work, or analysis (based on the National Standards for Arts Education, 1994, available at http://artsedge.kennedy-center.org/educators/standards.aspx).

**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. Intellectual engagement in learning contrasts with student participation in learning tasks that are not well designed and/or implemented and do not increase student learning.

**evaluation criteria:** Performance indicators or dimensions that are used to assess evidence of student 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 point system for different levels of performance, or rules for awarding full versus partial credit. Evaluation criteria may examine correctness/accuracy, cognitive complexity, sophistication or elaboration of responses or expressions, or quality of skills or explanations.

**Instructional language:** Language teachers use to direct student engagement in learning (task directions, routines, questions, explanations, etc.) **AND** language that students need to participate with each other in a learning activity, task, or discussion (questions, explanations, etc., 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, speaking, and nonverbal use of symbols or cultural icons) will need to be used by students to participate in learning tasks and demonstrate their learning. In the visual arts, students might use appropriate terms to describe or analyze an artwork, critique artwork using visual arts concepts and principles, create meaning by using iconic symbols, explain their artistic intent, interpret the intended effect of a work of art, or analyze how particular folk art genres reflect and reinforce societal values and symbols. Language demands vary by discipline and language function/form, and by students’ language development.

**Language development:** Students’ language abilities in terms of speaking, listening, reading, and writing skills and abilities to understand and interpret symbols to create meaning. 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 to serve a particular function within each subject area. Language forms can be at the sentence, paragraph or essay levels. In the visual arts, they include describing works of art; comparing works of art within or across genres, evaluating the effectiveness of a work of art; providing feedback on the effectiveness of a technique, element, or a complete work of art; or using or interpreting symbols or cultural icons. If the function is to respond to a work of art, then an appropriate language form would include an essay beginning with a summary of the overall response followed by paragraphs identifying specific elements of the work that contributed to the response with supporting details explaining why or how they worked. For a kindergarten student, the response might consist of pattern sentences such as “What catches my eye about this painting is _______ because it ________.”

**Language functions:** For oral and written language in classrooms, the function is the purpose the language is intended to achieve within each subject area. Functions are associated with verbs found in learning outcome statements. Common language functions in the visual arts include describing elements of a work of art, comparing two works of art from a similar genre, explaining how a certain way of applying a technique makes it more effective, providing peer feedback, analyzing what makes elements effective or not effective in communicating meaning, interpreting symbols, and evaluating the extent to which elements work together to create an impact or convey an intended message.

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

**Learning segment:** A set of lessons that build on one another toward a central focus, with a clearly defined beginning and end.
prior learning and experience: Includes students' prior knowledge, artistic development, prerequisite skills, language development, family/cultural assets, and lived experiences.

respond to visual art: A category of competencies, including describing, interpreting, evaluating, and responding to work in the visual arts at developmentally appropriate levels of sophistication. A student can respond to art produced by themselves, peers, or others to develop personal interpretations of an artwork, analyze the effectiveness of different elements of the artwork in accomplishing a purpose, or produce another piece of visual art or art in another medium that reflects particular elements of the original art (based on the National Standards for Arts Education, 1994, available at http://artsedge.kennedy-center.org/educators/standards.aspx).

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.
# Planning Rubrics

## Rubric 1: Planning for Artistic Development

**How do the candidate’s plans build students’ knowledge, skills, and abilities related to art production, form and structure, and/or context through creating and/or responding to visual art?**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Standards, objectives, and learning tasks and materials are not aligned with each other.</td>
<td>Standards, objectives, and learning tasks and materials are loosely or inconsistently aligned with each other.</td>
<td>Standards, objectives, and learning tasks and materials are consistently aligned with each other and with the central focus for the learning segment.</td>
<td>Standards, objectives, and learning tasks and materials are consistently aligned with the central focus. Learning objectives clearly define measurable outcomes for student learning.</td>
<td>Standards, objectives, and learning tasks and materials are consistently aligned with the central focus. Learning objectives clearly define measurable outcomes for student learning.</td>
</tr>
<tr>
<td>Candidate’s plans focus solely on facts or procedures with no connections to visual art concepts. OR There are significant content inaccuracies that will lead to student misunderstandings.</td>
<td>Plans for instruction focus on students learning to create and/or respond to visual art with vague connections to visual art concepts of production, form/structure, AND/OR context.</td>
<td>Plans for instruction build on each other to support students in creating and/or responding to visual art, with clear connections to visual art concepts of production, form/structure, AND/OR context.</td>
<td>Plans for instruction build on each other to support students in creating and/or responding to visual art with clear and meaningful personal connections to visual art concepts of production, form/structure, AND/OR context.</td>
<td>Plans for instruction build on each other to lead students, while creating or responding to visual art, to make clear and meaningful personal connections to visual art concepts of production, form/structure, AND/OR context.</td>
</tr>
</tbody>
</table>

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3 Text representing differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.
## 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 knowledge, skills, and abilities related to art production, form and structure, and/or context through creating and/or responding to visual art?

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Learning tasks do not reflect characteristics of students’ prior learning and experience. 4</td>
<td>Learning tasks reflect general characteristics of students’ prior learning and experience.</td>
<td>Learning tasks draw on students’ prior learning and experience AND social/developmental, and interests.</td>
<td>Learning tasks draw on students’ prior learning and experience, social/developmental, and interests.</td>
<td>Learning tasks draw on and engage students in examining their own strengths from prior learning and experience, social/developmental, and interests.</td>
</tr>
<tr>
<td>There are no planned supports for students with varied needs.</td>
<td>Planned support consists of general strategies loosely tied to learning objectives or the central focus of the learning segment.</td>
<td>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.</td>
<td>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.</td>
<td>Planned support includes multiple ways of engaging with content 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.</td>
</tr>
<tr>
<td>Candidate’s justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.</td>
<td>Candidate justifies learning tasks with limited attention to students’ prior learning and experience.</td>
<td>Candidate uses examples of students’ prior learning and experience to justify why learning tasks (or their adaptations) are appropriate.</td>
<td>Candidate uses examples from their students’ prior learning and experience AND relevant research/theory to justify why learning tasks (or their adaptations) are appropriate.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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4 “Prior learning and experience” includes students’ prior knowledge, artistic development, prerequisite skills, language development, family/cultural assets, and lived experiences.

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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?

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>The set of assessments are not aligned to the standards and learning objectives and will provide little or no evidence of students’ artistic expression and/or understandings. OR Assessment accommodations or modifications required by IEP or 504 plans are NOT made.</td>
<td>The set of assessments are loosely aligned to the standards and objectives, and provide limited evidence to monitor students’ artistic expression and/or understandings during the learning segment.</td>
<td>The set of assessments are aligned to the standards and objectives, and provide evidence for monitoring students’ artistic expression and/or understandings at different points in the learning segment.</td>
<td>The set of assessments are aligned to the standards and objectives, and provide multiple forms of evidence for monitoring students’ progress toward developing students’ artistic expression and/or understandings throughout the learning segment.</td>
<td>The set of assessments are strategically designed to provide multiple forms of evidence for monitoring student progress toward developing students' artistic expression and/or understandings relative to the standards and objectives throughout the learning segment.</td>
</tr>
</tbody>
</table>
# Instruction Rubrics

## Rubric 4: Engaging Students in Learning

How does the candidate actively engage students in developing abilities to use visual arts media of production, form/structure, and/or context to create and/or respond to expressions of visual art?

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>In the clips, students are passive or inattentive while candidate directs discussions, tasks, or activities.</td>
<td>In the clips, students are participating in discussions, tasks, or activities focusing solely on formulaic application of visual arts skills or processes without developing an understanding of how media of production, form/structure, and/or context are used to create meaning.</td>
<td>In the clips, students are intellectually engaged in discussions, tasks, or activities that develop their understandings of how media of production, form/structure, and/or context are used to create meaning.</td>
<td>In the clips, students are intellectually engaged in discussions, tasks, or activities that develop understandings of how media of production, form/structure, and/or context are used to create meaning through both teacher-student and student-student interaction.</td>
<td>In the clips, students are intellectually engaged in discussions, tasks, or activities tailored to specific student needs that support the development of deep understandings of how media of production, form/structure, and/or context are used to create meaning through both teacher-student and student-student interaction.</td>
</tr>
</tbody>
</table>

There is little to no evidence that candidate attends to students’ prior learning and experience.

OR

Student misbehavior or candidate’s disrespect for one or more students severely limits students’ engagement in learning.

Candidate attempts to link new content to students’ prior learning and experience, but the links are unrelated to the concepts and techniques related to media of production, form/structure, and/or context or cause student confusion.

Candidate links new content to students’ prior learning and experience as well as to relevant concepts and techniques related to media of production, form/structure, and/or context.

Candidate makes links between new content and students’ prior learning and experience in ways that support understandings of relevant concepts and techniques related to media of production, form/structure, and/or context.

Candidate prompts students to make links between new content and their prior learning and experience in ways that deepen understandings of relevant concepts and techniques related to media of production, form/structure, and/or context.
### Rubric 5: Deepening Student Learning

How does the candidate elicit and monitor students’ responses to deepen their understanding of the use of a visual arts medium of production, form/structure, and/or context to create and/or respond to expressions of visual art?

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<tr>
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</thead>
<tbody>
<tr>
<td>Candidate talks throughout the clips, and students provide few responses.</td>
<td>Candidate primarily asks <em>surface-level questions</em> and evaluates student responses as <em>correct or incorrect</em>.</td>
<td>Candidate elicits student responses related to the use of visual arts media of production, form/structure, and/or context to express or understand meaning.</td>
<td>Candidate elicits and builds on students’ responses related to the use of visual arts media of production, form/structure, and/or context to express or understand meaning.</td>
<td>All components of Level 4 plus: Candidate facilitates interactions among students to evaluate their own ideas and/or expressions.</td>
</tr>
</tbody>
</table>

The candidate stays focused on facts or procedures with *no attention to* visual art concepts and representations.

**OR**

Materials or candidate responses include *significant content inaccuracies* that will lead to student misunderstandings.

Candidate makes *vague or superficial use of representations* to help students understand visual art concepts.

Candidate uses representations in ways that help students understand visual art concepts.

Candidate uses strategically chosen representations in ways that deepen student understanding of visual art concepts.
# Assessment Rubrics

## Rubric 6: Analyzing Student Work

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

<table>
<thead>
<tr>
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<th>Level 3</th>
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<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria are <strong>not aligned with the identified standards/objectives</strong>.</td>
<td>Criteria are <strong>generally aligned with the standards/objectives</strong> from the learning segment.</td>
<td>Criteria are <strong>clearly aligned with the standards/objectives</strong> from the learning segment.</td>
<td>Criteria are clearly aligned with the standards/objectives from the learning segment. Criteria indicate qualitative differences in student performance.</td>
<td>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.</td>
</tr>
<tr>
<td>The analysis is <strong>superficial and/or vaguely connected</strong> to identified standards and objectives.</td>
<td>The analysis <strong>focuses only on student errors</strong> in relation to identified standards/objectives.</td>
<td>The analysis <strong>focuses on listing what students did right and wrong</strong> for identified standards/objectives.</td>
<td>The analysis <strong>focuses on patterns of student understandings, skills, and misunderstandings</strong> in relation to identified standards and learning objectives. The analysis uses these patterns to understand student thinking and skill development.</td>
<td></td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>The conclusions in the analysis are <strong>not supported</strong> by either student work samples or the summary of performance.</td>
<td>The analysis is <strong>supported by work samples and the summary of performance in a general way</strong>.</td>
<td>The analysis is supported by work samples and the summary of performance, with attention to some differences in whole-class learning of different aspects of the content assessed.</td>
<td>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 learning for individuals or groups.</td>
<td></td>
</tr>
</tbody>
</table>
### Rubric 7: Using Feedback to Guide Further Learning

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

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Feedback is unrelated to the learning objectives.</td>
<td>Feedback focuses solely on identifying errors aligned with the learning objectives.</td>
<td>Feedback accurately identifies general areas for what students did well and what they need to improve related to specific learning objectives.</td>
<td>Feedback is clear, specific, and accurate; helps the student understand what she or he did well; and provides guidance for improvement.</td>
<td>All components of Level 4 plus: Candidate describes how students will use feedback to deepen their visual art expressions or understandings and to evaluate their own work.</td>
</tr>
<tr>
<td><strong>Opportunities for applying feedback are not described.</strong></td>
<td>Candidate describes how students will correct their errors.</td>
<td>Candidate describes how students will use feedback to improve their visual art expressions or understandings.</td>
<td>Candidate describes how students will use feedback to deepen their visual art expressions or understandings.</td>
<td></td>
</tr>
</tbody>
</table>

**OR**

The feedback contains significant content inaccuracies.
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?

<table>
<thead>
<tr>
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<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next steps <strong>do not follow</strong> from the analysis.</td>
<td>Next steps focus on reteaching, pacing, or classroom management issues.</td>
<td>Next steps propose general support that improves student performance relative to the standards and learning objectives assessed.</td>
<td>Next steps provide targeted support to individuals and groups to improve their performance relative to the standards and learning objectives assessed.</td>
<td>Next steps provide targeted support to individuals and groups to improve their performance relative to the standards and learning objectives assessed. Next steps extend student learning <strong>beyond what was assessed</strong> in the learning segment.</td>
</tr>
<tr>
<td><strong>OR</strong> Next steps are <strong>not relevant to the standards and learning objectives</strong> assessed.</td>
<td><strong>OR</strong> Next steps are <strong>not described in sufficient detail</strong> to understand them.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 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?**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate proposes changes unrelated to knowledge of students and their learning.</td>
<td>Proposed changes are focused primarily on improving directions for learning tasks or time management.</td>
<td>Proposed changes address students' collective learning needs related to standards/objectives.</td>
<td>Proposed changes address some individual and collective learning needs related to standards/objectives.</td>
<td>Changes in teaching practice are specific and strategic to improve individual and collective student understanding of standards/objectives.</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>Candidate proposes changes that are loosely related to student learning evidence</td>
<td>Candidate cites evidence of student learning <strong>OR</strong> knowledge of students’ prior learning and experiences to explain changes to teaching practices.</td>
<td>Candidate explains changes to teaching practices by citing</td>
<td>Candidate justifies changes to teaching practices by citing</td>
</tr>
</tbody>
</table>
| **Candidate does not propose any changes.** | Candidate proposes changes that are superficially related to knowledge of students’ prior learning and experiences. | examples of successful and unsuccessful teaching practices; evidence of learning; knowledge of students’ prior learning and experiences. | examples of successful and unsuccessful teaching practices; analysis of learning evidence; nuanced knowledge of students’ prior learning and experiences. | **Examples of Successful and Unsuccessful Teaching Practices:***

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# Academic Language in Visual Arts Rubrics

## Rubric 10: Understanding Students’ Language Development and Associated Language Demands

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s description of students’ academic language development is limited to what they <strong>CANNOT</strong> do.</td>
<td>Candidate’s description of students’ academic language development is primarily focused on needs.</td>
<td>Candidate’s description of students’ academic language development <strong>identifies strengths</strong> and needs.</td>
<td>Candidate’s description of students’ academic language development identifies strengths and needs and <strong>highlights individual or group differences</strong>.</td>
<td>Candidate’s description of students’ academic language development identifies needs as well as strengths that <strong>individual students or groups with similar needs can build upon</strong>.</td>
</tr>
<tr>
<td>Vocabulary, symbols, or other identified language demands are only vaguely related to the academic purposes of the learning segment.</td>
<td>Candidate identifies unfamiliar vocabulary (or symbols) in the learning segment without considering other language demands or purposes (functions/forms).</td>
<td>Candidate identifies vocabulary (and/or symbols) as well as a language demand (function/forms) that are central to the learning segment and <strong>appropriate to most students’ language development</strong>.</td>
<td>Candidate <strong>justifies why the selected language demand (function/forms) and vocabulary (and/or symbols) are central to the learning segment and appropriate to most students’ language development</strong>.</td>
<td>Candidate justifies why the selected language demand (function/forms) and vocabulary (and/or symbols) are central to the learning segment and <strong>students’ varied levels of language development</strong>.</td>
</tr>
</tbody>
</table>
### Rubric 11: Scaffolding Students’ Academic Language and Deepening Content Learning

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

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

### 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?**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Candidate identifies evidence (from video clip[s] OR assessment data) unrelated to the identified language demand.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Candidate identifies limited evidence (from video clip[s] OR assessment data) that students had an opportunity to understand and use the identified academic language.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Candidate identifies evidence (from video clip[s] OR assessment data) that students had an opportunity to understand and use the identified academic language.</td>
</tr>
<tr>
<td>Level 4</td>
<td>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 content learning.</td>
</tr>
<tr>
<td>Level 5</td>
<td>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 content learning.</td>
</tr>
</tbody>
</table>
# K–12 Visual Arts 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

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Response File Name</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part A: Context for Learning Information</strong></td>
<td>.doc; .docx; .odt; .pdf</td>
<td>VA_Context_Inf_template</td>
<td>Completed form should not exceed 2 pages.</td>
<td>None</td>
</tr>
</tbody>
</table>
| **Part B: Lesson Plans for Learning Segment** | .doc; .docx; .odt; .pdf | VA_Lesson_1, VA_Lesson_2, VA_Lesson_3, etc. | 3–5 lesson plan files, plus no more than 5 additional pages of KEY instructional materials and assessment tools/procedures per lesson plan | Label each lesson plan separately (VA_Lesson_1, VA_Lesson_2, etc.). Each lesson plan file should include these components in the following order:  
  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 | VA_Planning_Comm_template            | No more than 9 pages of commentary, including the prompts                      | Arial 11-point type  
  Single spaced with 1" margins on all sides                                                                                                            |
## Task 2: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Response File Name</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| **Part A: Video Clips**     | flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v | VA_Lesson_1_Clip_1, VA_Lesson_1_Clip_2, where the first number represents the lesson number from Task 1B and the second number represents the clip | 2 video clips of no more than 10 minutes each | - Clips should include 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.  
- In addition to your video clips, you must provide a transcription of any relevant writing on the board, overheads, or walls if it is not clearly visible on the video. Insert this text (up to 2 pages) at the end of Part B: Instruction Commentary file. |
| **Part B: Instruction Commentary** | .doc; .docx; .odt; .pdf | VA_Instruction_Comm_template                                                      | No more than 4 pages of commentary, including the prompts | - Arial 11-point type  
- Single spaced with 1" margins on all sides |
# Task 3: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Response File Name</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| **Part A: Student Work Samples**| For written work samples or photographs of artwork: .doc; .docx; .odt; .pdf           | VA_Work_Sample_1, VA_Work_Sample_2, and VA_Work_Sample_3, where the number represents the student who created the work sample |                 | - Student work samples can be submitted as text or video files. Please insert image files and PowerPoint work samples into a text file or save as a PDF file and submit them in that format for ease of viewing.  
- Use correction fluid, tape, a felt-tip marker, or editing technology to mask or remove students' names, your name, and the name of the school before copying/scanning the work samples.  
- If your students use transitional spelling, and/or their writing is illegible, please write a translation directly on the work sample.                                                                                       |
|                                | For video work samples: flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v              |                                                                                     |                 |                                                                                                                                                                                                                                                                |
| **Part B: Evidence of Feedback**| For written feedback not written on the work samples: .doc; .docx; .odt; .pdf         | Match the evidence to the student work samples by naming the file with the corresponding work sample number; for example, VA_Work_Sample_3_Feedback. |                 | - Submit only 1 file for each student—a document, a video file, OR an audio file.  
- If feedback is submitted as a video recording from the Instruction task, provide the time stamp reference in the appropriate prompt within the Assessment commentary.                                                                 |
|                                | 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                  |                                                                                     |                 |                                                                                                                                                                                                                                                                |
| **Part C: Assessment Commentary**| .doc; .docx; .odt; .pdf                                                               | VA_Assessment_Comm_template                                                         | No more than 8 pages of commentary, including the prompts | - Include the evaluation criteria and clarification of the directions/prompts for the chosen assessment (if not clear from the student work samples) and attach it (2 pages maximum) to the end of the Assessment commentary.  
- Arial 11-point type  
- Single spaced with 1” margins on all sides                                                                                                                                                                                                                                      |
## Task 4: Commentary Specifications

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Response File Name</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| Analyzing Teaching Commentary | .doc; .docx; .odt; .pdf | VA_AT_Comm_template | No more than 2 pages of commentary, including the prompts | - 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 |