DIRECTIONS

SPECIAL INSTRUCTIONS

CTC Candidate TPA handbook link: http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html

Attachments HOW_TO_CREATE___EDIT___SUBMIT_MY_TPA_IN_LT_11_10_11.pdf

DIRECTIONS

By submitting this Teaching Performance Assessment, I agree that this document contains all of my own work. I attest that I have read and understand the University’s policy concerning plagiarism. Additionally, the Teaching Performance Assessment I am submitting conforms to the highest standards of academic honesty and integrity as outlined in the Graduate Division Bulletin, Academic Policies section, regarding the Loyola Marymount University Honor Code and Process.

To plan classroom assessment, a teacher determines his or her current point within the instructional sequence of a unit of study and identifies the student academic learning goals to measure.

“Ideally, assessment and instruction are linked inextricably within any curriculum. The key to using assessment effectively and efficiently in a program of instruction is to recognize above all that different types of assessment tools must be used for different purposes.” (Reading/Language Arts Framework for California public Schools, 1999, page 215)

Select one class, a content area, and a unit of study to work with as you complete this performance task. Respond to the prompts below about the unit of study and the assessment.

STEP 1: Assessment Selection and Planning for the Whole Class

Standards

CA.ELA.6.W.1.1 ...Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

CA.SS.6.2.3 ...Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

CA.SS.6.2.4 ...Know the significance of Hammurabi’s Code.

A. ACADEMIC CONTENT SELECTION

Grade Level: 6
Content Area: Social Studies

Subject Matter: Ancient Mesopotamia

2. Describe the unit of study that addresses those academic content standards you chose in #1 above.

The unit of study’s focus is Ancient Mesopotamia. The unit is broken up into three sections: geography, Sumer, and the unification of the land. I will introduce the students to this ancient civilization by using a combination of the textbook, supplementary materials, and online sources. By the end of the unit, students will understand the importance of the geography of the Fertile Crescent, know that Sumer was the first known civilization and their understand their influence, and know about historical figures such as Sargon and Hammurabi. Throughout the unit, there will be periodic assessments, reading, formal writing, and activities centered toward mastery of the unit.

3. What is (are) the academic learning goal(s) for this unit of study?

Students will...

- Recognize that the Fertile Crescent was an ideal setting for the development of early civilizations
- Understand how Mesopotamian technological advances improved daily lives for many of its inhabitants
- Recognize aspects of Babylonian, Assyrian, and Chaldean empires
- Choose from a variety of prompts and express themselves in writing

4. At what point in the sequence of the unit of study will you be teaching? Please check one:

- At the beginning of the unit of study.
- Between the beginning and the end of the unit of study. [X]
- At the end of the unit of study.

B. ASSESSMENT PLANNING

If you are at the beginning of your unit, you will give your students an entry-level assessment. If you are moving through the unit of study, you will use progress-monitoring assessments. If you are at the end of the unit of study, you will use a summative assessment. (For more information about these three kinds of assessments, please see the "Frameworks for California Public Schools,"
1. For what purpose will your assessment be used within this unit of study? Choose one:
   - Entry-level
   - Progress-monitoring
   - Summative

2. Identify and describe the type of assessment (verbal response, multiple choice, short essay, oral presentation, performance task, etc.): There will be a variety of assessment types used throughout the unit of study. There will be constant verbal checking for understanding. There are student activities in which students will be able to express understanding of the academic content. The most essential assessment will be short essays throughout the unit in which students will be given a choice of prompts to choose from. Their short essay writings will provide the principal evaluation. This particular assessment is summative in which they can choose a narrative or persuasive short essay.

3. What will your students need to know and/or be able to do to complete the assessment?
Students need to understand basic vocabulary and key terms which include: Hammurabi, Babylon, Hanging Gardens of Babylon, Tigris and Euphrates rivers, social classes, and Chaldeans. Students will need to understand Babylon's civilization and achievements. Students will also need to compare and contrast different empires throughout Mesopotamia. Students will also need to recognize Hammurabi, his achievements, and his Hammurabi’s Code. Students must be able to use the previous information and incorporate it into their writing. The students will need to able to complete a short essay in which they pick the prompt.

8. What evidence of student learning will you collect?

The majority of the evidence of student learning throughout the unit will be collected in their Social Studies’ journals and in their formal writing. Although, formal writing will be turned in separately, journals are evidence prewriting and show the steps of student learning. Other assessments from portfolios and the group project provide extra evidence. For this assessment, the only evidence is the short essay itself.

9. In what ways will the evidence document student achievement of the academic learning goal(s)?

The evidence that students demonstrate an essential understanding of Ancient Mesopotamia by...

- Being able to verbally answer questions I present throughout the unit of study
- Completing student activities throughout the unit. Activities include a group project, a pocket portfolio, and minor art projects.
- The short essays document both the unit of study understanding and improve writing skill.

The previous points will demonstrate essential understanding of Ancient Mesopotamia in a variety of procedures. The variety of evidence will provide a better understanding of a student’s comprehension of the unit more than just one summative assessment, yet the final summative assessment is worth more points towards their final grade.

10. How will the student assessment evidence be measured or scored?

The ability to answer verbal questions will be measured in a participation grade. I expect all students to receive a full participation score because students must provide a correct answer whether the answer is mastered, looked up in a book or notes, or repeated from another student’s answer. A rubric will be used to provide a score for student short essay. The rubric is attached.

11. Think about how you will sequence your implementation of the assessment. Describe your plan for implementing the assessment in the order in which it will occur. Address each of the following and provide a rationale for each of your decisions:

- Teaching strategies including communicating the purpose of the assessment, the scoring
criteria, and the procedures for completing the assessment

- **Student activities**
- **Student grouping**
- **Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room**

<table>
<thead>
<tr>
<th><strong>Assessment Implementation Plan</strong></th>
<th><strong>Rationale</strong></th>
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<tr>
<td><strong>Teaching Strategies:</strong></td>
<td><strong>Teaching Strategies:</strong></td>
</tr>
<tr>
<td>1) Throughout the unit, I will conduct verbal checks of vocabulary and of essential subject matter. The students must answer the question correctly no matter the method (ex. book, repeating a classmate, etc.) Students, unless there are unforeseen circumstances, will receive a full participation score.</td>
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<tr>
<td>2) Not until the class has a strong understanding verbally of a concept, will I continue to the next lesson or activity.</td>
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<tr>
<td>3) There is a strong emphasis on writing throughout this unit. There are three major subsections in this unit. There will be a short essay after each section adding up to a total of three short essays.</td>
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<tr>
<th><strong>Student Activities:</strong></th>
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<tr>
<td>4) Throughout the unit there will be class discussions, oral reading, and verbal checks for understanding.</td>
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<tr>
<td>5) There will be a Student Pocket Portfolio of Ancient Mesopotamia. Activities include vocabulary coloring, a postcard from the Hanging Gardens of Babylon, and a Ziggurat Pop-Up Book.</td>
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<tr>
<td>6) There will be a group activity</td>
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2) Continuing onto the next topic without a student being able to answer basic questions verbally is folly. Before a students writes or performs a formal assessment, that student must be able to complete an informal assessment.

3) First and foremost, the writing covers essential standards. Incorporating writing into Social Studies provides students an opportunity to display true mastery and understanding.

<table>
<thead>
<tr>
<th><strong>Student Activities:</strong></th>
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<tr>
<td>4) Students must be able to excel in informal assessments before they continue to formal assessments.</td>
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<td>5) Students will have a pocket book of accumulated work that visually they will be proud of.</td>
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<tr>
<td>6) The group activity allows them to role-play as a historical figure. The role-play will allow them to work on problem solving skills.</td>
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</table>
6) There will be a group activity in which groups come up with their own laws as if they were Hammurabi.

7) Students will write three short essays in which they will choose a prompt out of three. *(The main summative assessment is one of the short essays)*

Student grouping:

8) Students will be seated in groups of four throughout the unit.

9) For group project, students will be paired up in groups of three.

Materials/technology/resources


7) Writing short essays cover writing standards and allows for student choice. Students will write an expository, persuasive, and narrative short essays.

Student grouping:

8) Students are seated in groups for peer tutoring. Students are allowed to help their neighbors throughout informal assessments.

9) Groups are reduced during the group project in order to increase work load and prevent a student from doing minimal work.

Materials/technology/resources

10) The textbook is the base of the unit of study. The workbook provides all the projects for the student portfolio. The websites are tools to reinforce basic principals and used to study Hammurabi's Code. The youtube video is a great song for review and memorization of key concepts.

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12. In what ways will you use the assessment results?

Assessment results will determine if there is an advancement to the next lesson or if reteaching is needed. Assessment results will also provide the individual student with feedback to help improve on the following assessment (short essays). Results may also bring about intervention such as one on one tutoring, extra assistance, or modification of assessment. The final summative essay will provide a major grade for the Social Studies unit.

13. In what ways will you share the assessment results with students, families, and other colleagues and support personnel, when appropriate?

Assessment results will be shared with students personally. Results will be communicated to families on school's Edline website, in which parents are able to view their child's results. Results can also be shared with parents informally. All portfolios and short essay collections will be showcased in classroom's Social Studies wall and will be on display at school's Open House.

14. Is your assessment one that you developed, you adopted, or you adapted from another source such as a district, publisher, internet, or another teacher?
Developed by you

Adopted or adapted from another source. Name source: ____________________

15. Submit (or attach here in LiveText) a copy of the assessment and, if available, submit the assessment directions, answer key, rubric, scoring guide, etc.

Please refer to File Attachments.

Attachments  Mesopotamia_Short_Essay__3.docx,  rubric.docx

STEP 2: Learning About Students: Whole Class and Two Focus Students

DIRECTIONS

An important step in planning instruction is learning about your students. Provide information about the whole class in this section.

CLASS INFORMATION

Age Range of Students: 10-11 years old

Total Number of Students: 19

Number of Female Students: 11

Number of Male Students: 8

DIRECTIONS

Select two focus students from the class you described above. Select one student who is an English learner and one other student who has an identified special need and who presents a different instructional challenge. Consider your selected content area when describing what you learned about the two focus students. Complete the section below. In each section, be sure to include: a description of what you learned for each of the students; and an explanation of how the information will influence your academic instructional planning, including assessment.
A. STUDENT 1: AN ENGLISH LEARNER

- Include a description of what you learned for the English learner; and
- an explanation of how the information will influence your academic instructional planning, including assessment.

**Gender:** Male

**Age:** 11

1. **Why did you select this student?**

This English Language Learner (ELL) was selected out of the three ELL's I presently have in my classroom. All three of those students' native language is Spanish. The primary reason I chose this student is because he is new to the school while the other two students are currently in their third year at the school. He is a native of Mexico and has been in the United States three years. Naturally, he has struggled in school and his parents decided to put him in a private school for his benefit. The parents are supportive and have expressed to me his struggles. His newness to the school and his parents' support are the two primary reasons I have chosen this particular student.

2. **What did you learn about this student's linguistic background?**

The student's primary language spoken at home is Spanish. He attended kindergarten through third grade in Mexico, in Spanish. Once his family moved to California and he began fourth grade, he was enrolled in a bilingual classroom. He was in that bilingual setting for two years. His CELDT (California English Language Development Test) scores were all "Early Intermediate" this year and have been for the previous two years. His informal spoken English has drastically improved throughout the years he has been here according to his parents. I have also noticed that he struggles with his spoken English, but is adequate. Because he was a commendable student in his native country, his academic language acquisition is progressing, yet it is at a gradual rate. According to his cum file, the student only excelled in Physical Education and Math. In all other academic areas, he struggled, causing his parents to transfer him into a new school.

3. **What did you learn about this student's academic language abilities in relation to this academic content area?**

In relationship to the academic content area, which is Social Studies and writing, the student student's academic language abilities are below basic. The assessment incorporates reading, analysis, and writing. His overall CELDT scores are early intermediate. Because of his strength in his academics in his native language, code switching will be a necessary strategy I must imply. I am fortunate enough to be a bilingual teacher (Spanish). With that ability, I will make sure the student can understand the concepts in his native tongue first. If he is able to comprehend and learn the academic concepts in Spanish, then I can assist him in code switching the key ideas from Spanish to English.

4. **What did you learn about this student's content knowledge and skills in this subject matter?**
I have been working closely with this student since the beginning of the school year on his writing. He has improved gradually. For the assessment, I would like him to use the basic five sentence paragraph to answer his essay prompt. Throughout our daily writing exercises, the class has begun the year by writing basic five sentence paragraphs. With my help during and even after school, he is showing progress. His analysis and critical thinking skills in English are areas of concern, but he understands how to format his answer into a topic sentence, three supporting sentences, and a conclusion. In Social Studies, he is proficient because of his work ethic and support at home. He memorizes vocabulary and key concepts, yet does struggle in writing descriptions, compare/contrast, persuasively, and other critical thinking areas. I expect the student to have sufficient success because he is allowed to choose the prompt and because he is proficient in formatting answers into a paragraph. His expected struggles will come with providing important details, tone, and overall clear writing.

5. What did you learn about this student's physical, social, and emotional development relevant to this academic content area?

The physicality of the student is normal for his age group. He is of average height and build for sixth grade. Although he is friendly and his classmates appear to accept him socially, he is a bit shy. I have observed that he speaks frequently to those students who also understand Spanish. I believe his shyness is attributed to his language barrier, but more to his newness at the school. He has adjusted well to the new setting. He has had some trouble adjusting to school in a new country the past few years, but a new school and setting is serving him well. His parents are happy and say the same about him during our two informal conversations I have had with them. He has completed every assignment on time, although he often has to redo writing assignments after my feedback. After my feedback, he has correctly completed his assignments at a satisfactory level. Therefore, I am going to allow the student to redo his assessment after I provide him feedback. This strategy will benefit his final product.

6. What did you learn about this student's cultural background, including family and home relevant to this academic content area?

This student's family has been living in California together since 2009. The father has been in the country since 2005, and finally had the resources to bring his wife, son, and daughter four years later. In Mexico, his father completed schooling to the eighth grade, while his mother completed her secondary education. The father works in construction and flooring while the mother is a homemaker. His family cares deeply about his education and appears to have the "our son will be better off than us" mentality. That is the major reason that they transferred their son over to another school after his two years of struggling. The parents have made it clear to me that I should communicate any issues I have with their son. I anticipate the student struggling with the assessment and I will assist with all the extra help necessary. Having the parents' full support allows me to keep the student after school or apply any other accommodations necessary.

7. What did you learn about this student's special considerations, including health issues relevant to this academic content area?

According to the student's cum files and from visual monitoring, the student has no noticeable health issues. He is becoming gradually more sociable with his classmates. Because of his struggles with acquiring English, he is seated in the front of the classroom where I can translate materials into his native language for him. A major consideration for the student is allowing him to master
the assessment, meaning that he is allowed to redo the assignment after my input until it is perfect.

8. What did you learn about this student's interests and aspirations relevant to this academic content area?

The student does not enjoy writing assignments, which is unfortunate for him in this assessment. Social Studies is one of his favorite subjects, along with Science and Math. During a preview of the material to be covered throughout the year, he was excited about learning about the ancient civilizations. Although he has a low interest in writing, he has a high interest in the overall Social Studies unit. I will try to use his interest to help him with his writing.

9. Describe other information relevant to this academic content area that you learned about the student, (e.g. attendance, extracurricular activities, etc.).

The student has perfect attendance, both in attending everyday and in not having accumulated any tardies so far this year. His foremost extra-curricular activity is playing soccer in a neighboring city’s league. He does not play on any school sports team, being that the school does not have a soccer team. He has shown interest in the Chess Club that I monitor, but has only attended the club twice. He does not enjoy art class. All his art assignments have followed directions, but have shown minimal effort. I have used soccer data in creating graphs and also used soccer as part of a writing prompt. It seemed to really affect him positively when those assignments. I will use his five-sentence paragraph he wrote on soccer as a tool that he can use as an example for his Social Studies assessment.

B. STUDENT 2: A STUDENT WITH AN IDENTIFIED SPECIAL NEED

- Include a description of what you learned for the student with an identified special need; and
- an explanation of how the information will influence your academic instructional planning, including assessment.

**Gender:** Male

**Age:** 11

1. Why did you select this student?

I chose this particular student because I have known him for many years and this year he will be in my classroom. I work for the city's summer camp during my summers and that is where I have known him for years. He is diagnosed with Asperger's Syndrome. He has been in the Baldwin Park Unified School District (BPUSD) throughout his education but is attending a private school starting in sixth grade instead of keeping on his track. He is from a single mother home and she has communicated with me throughout the years at summer camp. When she discovered I was a sixth grade teacher at a private school, she decided that it would be the best situation for her son.
There is personal pressure to make sure I do an excellent job.

2. How is the instructional challenge that he or she presents different from that of the other student?

In contrast to the other student, this student is an avid reader. He is at the top of the class in the ITBS reading scores. Whereas the ELL struggles with reading, this student's strength is reading. This student's greatest challenge is social interaction while the ELL is gradually creating positive relationships with his classmates, this student is not only is socially separated, but even tormented by some of the other boys in the class. The ELL student also provides great effort into his writing and this student does not. His comprehension is strong, but has a total lack of effort in writing. He is often the first student finished with his work and even though a lot of the content is correct, the presentation, clarity, and organization is totally lacking.

3. What did you learn about this student's linguistic background?

A bilingual single mother raises the student, but the primary language spoken at home is English. Yet, his babysitter who picks him up from school and takes care of him until his mother gets home (circa two hours a day) speaks only Spanish. The student is bilingual but his native and strongest language is English. He speaks Spanish, but very poorly. The student has no major issues with English and as a matter of fact, he has a strong vocabulary because of his passion for reading.

4. What did you learn about this student's academic language abilities in relation to this academic content area?

In relation to academic language abilities in Social Studies and writing, the student has strong content comprehension. I do not anticipate any problems with the academic content. He is able to understand prompts and the concepts written out in his textbook and other sources. I do anticipate problems with his effort and lack of pride in his assessment. He has a habit of doing his work too fast and lackluster that there are too many errors to go along with his almost illegible writing.

5. What did you learn about this student's content knowledge and skills in this subject matter?

The student's content knowledge and skills are superb. He is able to comprehend most of the academic learning. If he does not understand a concept, he is not shy to raise his hand. He is naturally inquisitive and it is one of his greatest strengths in the classroom. The main issue is if he would care enough to complete the assessment properly. I anticipate that he will understand the content, but will he show initiative to complete the assessment worth of his learning.

6. What did you learn about this student's physical, social, and emotional development relevant to this academic content area?

The student is the tallest in the class, of slim built, and walks with in toeing (feet turned in when walking). These physical traits have been the source of torment, especially his in toeing. When playing kickball or soccer, he kicks very awkwardly and it has caused teasing. Yet, this student is very physical in athletics and is a strong athlete. His height and lankiness allow him to be very
good at basketball. He does not allow teasing to bother him much, he just plays with a lot of passion and gets out a lot of aggression out through sports. According to his diagnosis and through my experience with the student, he has inferior social skills. He actually antagonizes the students who do tease him. He does not function well in groups and prefers to work on his own. I have accommodating him in that aspect and allow him to work separately from peer tutoring. For the short essay, I will allow him to try out on his own first by himself before any feedback. This will allow him to feel independent and he will not feel bothered by others.

7. What did you learn about this student's cultural background including family and home relevant to this academic content area?

The student lives in an apartment with his mother. They have an admirable relationship and they communicate daily about school. His mother is sacrificing financially to send her son to this school and also sending her son to summer camp every summer since he was five years old. According to both the student and his mother, he spends hours reading daily. If not reading, he enjoys playing video games. He appears to have a stable home life with a strong reading routine. His home life has provided a strong passion for reading and that is why he excels in comprehension.

8. What did you learn about this student's special considerations, including health issues relevant to this academic content area?

According to his cum file and my observations, this student does not need any specific special considerations. The major issue is that he finishes his work extremely quickly and with minimal effort. He finishes so quickly in order to resume reading. His assessments grades are way below his abilities and it is because he does not care about being clear or providing opinions in his work. He does great in multiple choice and short answer assessments, but struggles with providing original work, which the short essay is asking for. During the assessment, his self-assessment of his first draft is crucial. I will assist him revising his final draft in order to get the highest possible marks which he more than capable of.

9. What did you learn about this student's interests and aspirations relevant to this academic content area?

The student is naturally curious about learning new content and concepts. This works to his advantage in Social Studies because the entire curriculum is new to the students in sixth grade (as apposed to subjects like Math where lessons are retaught every year). He consistently asks upper-level questions in regards to ancient peoples. I hope he takes his curiosity and allows himself to write clearly and effectively. I must encourage him to take an active role in his learning and to take an initiative and provided better work.

10. Describe other information relevant to this academic content area about the student (e.g. attendance, extracurricular activities, etc.).

The student has a better than average attendance. He has been only absent once and has been marked late only once. After school he goes to Tai kwon do three times a week. His mother has enrolled him in the martial art to help out with anger management. It is meeting the objective because he has had no major anger issues in class. His love for reading and learning new things has allowed him to excel academically (content). The fact that I've known him for six years at summer camp and that his mother put him specifically in my class adds pressure on my teaching. I want to make sure this particular student does his best at all times.
STEP 3: Assessment Adaptations for Two Focus Students

DIRECTIONS

Directions:

Consider your plan for assessment in Step 1, what you learned about the two focus students, and the implications for instruction and assessment that you identified in Step 2.

Respond to the questions below about the two students.

1. What will Student 1 need to know and be able to do to complete this assessment?

The English Language Learner will need to be able to write a five-sentence paragraph. He will need to be able to write a persuasive or narrative paragraph, according to which prompt he chooses to write on. I anticipate that he will choose the narrative prompt. I believe he will have a more comfortable time trying to describe than to trying to persuade someone in his writing. His strength is following the written format, but I must make sure he understands the prompt properly before he begins his assessment. I will physically check if he understands the question. I will translate the prompt for him to ensure his clarity before he begins.

2. What will Student 2 need to know and be able to do to complete this assessment?

Student 2 is very qualified in being able to complete the assessment with no difficulty. The student is capable in writing a strong paragraph and in understanding the Social Studies unit. What the student needs to know is how to finalize his best product. The student’s capacity of understanding the content is no the issue, it is whether he can complete the assessment to the best of his ability. I will allow him to finish the assessment by himself. After he is finished, which he will very quickly, I will give him immediate feedback. I will communicate with him what he needs to receive full credit. Possible issues may be illegible handwriting, incomplete thoughts, or not following directions. After feedback, he should be able to complete the assessment with an above average mark.

For the two students, determine what adaptations you will make to this assessment that you have planned for the whole class. Describe those adaptations for each of the two focus students. If you determine that no adaptations are needed for a part of the plan for assessment, explain that decision. Respond to the prompts below. For each include:

- Your decisions about assessment adaptations
A rationale for those decisions

A. ADAPTATIONS FOR STUDENT 1: AN ENGLISH LEARNER

In each response include:

- your decisions about assessment adaptations; and
- a rationale for those decisions.

1. Evidence of student learning you will collect:

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<th>Decision</th>
<th>Rationale</th>
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<tr>
<td>The evidence of student learning I will collect is the assessment itself, a short essay in which the student will have a choice between two prompts. If the student needs to redo his assessment, then the first draft will also be kept as evidence of student progress and learning.</td>
<td>Collecting this evidence allows me to monitor the student's learning and to check his progress. If a redo or reteaching is necessary, this evidence will let me know. This assessment will also allow me to apply a final grade on the progress of the student.</td>
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2. How the student assessment evidence will be measured or scored:

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<th>Decision</th>
<th>Rationale</th>
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<tr>
<td>The student's assessment will scored based off a rubric. The rubric will be reviewed before the assessment is handed out. All students will use the same rubric. Throughout the time provided for the assessment, the rubric will projected up in the front of the class. I will translate the rubric for the student personally.</td>
<td>A well-designed rubric will increase the assessment validity and reliability. The rubric is reviewed and translated before the assessment so that the learner has a complete understanding of my expectations. It allows him to assume responsibility for his learning. The rubric will prevent me from using subjective grading and allow me to grade using a consistent criteria.</td>
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3. The implementation of the assessment including:

- Teaching strategies including communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment
- Student activities
- Student grouping
- Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

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<tr>
<td><strong>Teacher Strategies</strong>: Before the assessment is handed out, I will review the rubric with the student and translate were necessary. When</td>
<td><strong>Teacher Strategies</strong>: The student will understand what is expected of him and he will</td>
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https://c1.livetext.com/doc/7937040?print=1
When the assessment has begun, I will go over the two prompts with the student and translate any key terms he does not comprehend. After the assessment is completed, I will provide immediate feedback and ask him to redo the assessment if necessary.

**Student Activities:** The student will review the rubric and complete the assessment along with the whole class. After the class has reviewed the rubric, the student is allowed to ask for clarification in English or Spanish. If student chooses, I will translate rubric and/or the prompts on the assessment. He will also be allowed to redo the assessment after immediate feedback.

**Student Grouping:** The student is grouped with other students who also understand Spanish and who he feels at-ease with. Although peer tutoring is allowed during formative assessments, for this summative assessment, his peers will play no role.

**Materials/Technology/Resources:** The student is allowed to view the rubric throughout the assessment. He will also be allowed to use his textbook during the assessment.

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### 4. Ways you will use the assessment results:

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<tr>
<td>Writing short essays is a constant throughout the year. He must be able to produce original work in a well structured and clear manner. It is important that he understands how to comprehend ancient Mesopotamia because it is the first major civilization covered in the academic year. There are a lot of recurring themes throughout the subject such as polytheism and class divisions. A strong start will greatly help him throughout the year. If he can comprehend concepts that will reoccur during the year, the better his chances are to achieve a high level of learning.</td>
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</table>

Results will be used to measure if the student can write a well-composed clear paragraph in which he covers the content from the unit. The results will also provide a major grade in the Mesopotamia unit of study.
5. Ways you will share the assessment results with students, families, and other colleagues and support personnel, when appropriate:

<table>
<thead>
<tr>
<th>Decision</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will receive immediate feedback. I will assess the student work in front of the student using the rubric. The assessment will be sent home and must be returned with a parent signature before being entered into the grade book and online into school's grade book. Once posted, parents may view results online at their leisure.</td>
<td>Providing the student immediate feedback will allow the student to view his strengths and where he needs to improve. Using the rubric in front of him allows him to see how to properly use the rubric. He may redo the assessment after feedback. The parents want immediate feedback on how their son is doing in school, and their signature on major assessments allows them to view their child's progress. All parents are encouraged to view their children's grades online in order to view progress or lack thereof.</td>
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</tbody>
</table>

B. ADAPTATIONS FOR STUDENT 2: A STUDENT WITH AN IDENTIFIED SPECIAL NEED

**In each response include:**

- *your decisions about lesson adaptations; and*
- *a rationale for those decisions.*

1. Evidence of student learning you will collect:

<table>
<thead>
<tr>
<th>Decision</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>The evidence of student learning I will collect is the assessment itself, a short essay in which the student will have a choice between two prompts. If the student needs to redo his assessment, then the first draft will also be kept as evidence of student progress and learning.</td>
<td>Collecting this evidence allows me to monitor the student's learning and to check his progress. In the specific case of this student, I am anticipating many easily-correctable mistakes. If a redo or reteaching is necessary, this evidence will let me know. This assessment will also allow me to apply a final grade on the progress of the student.</td>
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</table>

2. How the student assessment evidence will be measured or scored:

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<tr>
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<th>Rationale</th>
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<tbody>
<tr>
<td>The student's assessment will scored based off a rubric. The rubric will be reviewed before the assessment is handed out. Throughout the</td>
<td>A well-designed rubric will increase the assessment validity and reliability. The rubric is reviewed before the assessment so that the learner has a complete understanding of my expectations. It will allow him to assume</td>
</tr>
</tbody>
</table>
time provided for the assessment, the rubric will projected up in the front of the class. expectations, it will allow him to assume responsibility for his learning. The rubric will prevent me from using subjective grading and allow me to grade using a consistent criteria.

3. The implementation of the assessment including:

- Teaching strategies including communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment
- Student activities
- Student grouping
- Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Teacher Strategies:</strong> Before the assessment is handed out, I will review the rubric with the whole class. When the assessment has begun, I will visually check the student to assure that he is on task. After the assessment is completed, I will provide immediate feedback and ask him to redo the assessment if necessary.</td>
<td><strong>Teacher Strategies:</strong> The student will understand what is expected of him and he will assume the responsibility for his learning. If the student has to redo his assignment, it will be because he needs to progress in his writing, correct mistakes, or to apply a higher grade to his assessment. A failing grade is not an option.</td>
</tr>
<tr>
<td><strong>Student Activities:</strong> The student will review the rubric and complete the assessment along with the whole class. After the class has reviewed the rubric, the student is allowed to ask for clarification. He will also be allowed to redo the assessment after immediate feedback.</td>
<td><strong>Student Activities:</strong> The student will complete the whole class activities. If the student chooses for clarification, it will be so that he is clear on the expectations of the assessment. If he has to redo his work it will be to correct any mistakes and to assign a higher grade on his assessment.</td>
</tr>
<tr>
<td><strong>Student Grouping:</strong> The student is seated in a group of four students, two girls and two boys. This particular group is seated by my desk so that I may monitor this student more closely and assure he remains on task.</td>
<td><strong>Student Grouping:</strong> The reason for this group proximity to my desk is to assure that he is staying on task with his work. He needs to be monitored to make sure he does not depart from his assessment.</td>
</tr>
<tr>
<td><strong>Materials/Technology/Resources:</strong> The student is allowed to view the rubric throughout the assessment. He will also be allowed to use his textbook during the assessment.</td>
<td><strong>Materials/Technology/Resources:</strong> Allowing the rubric to be constantly on display will remind the student of his expectations. Since the prompts ask the student to persuade or to describe, the textbook will be allowed in order to help with content such as important themes or vocabulary.</td>
</tr>
</tbody>
</table>

4. Ways you will use the assessment results:
Results will be used to measure if the student can write a well-composed clear paragraph in which he covers the content from the unit. The results will also provide a major grade in the Mesopotamia unit of study.

It is important that he understands how to comprehend ancient Mesopotamia because it is the first major civilization covered in the academic year. There are a lot of recurring themes throughout the subject such as polytheism and class divisions. A strong start will greatly help him throughout the year. If he can comprehend concepts that will reoccur during the year, the better his chances are to achieve a high level of learning.

5. Ways you will share the assessment results with students, families, and other colleagues and support personnel, when appropriate:

<table>
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<tbody>
<tr>
<td>The student will receive immediate feedback. I will assess the student work in front of the student using the rubric. The assessment will be sent home and must be returned with a parent signature before being entered into the grade book and online into school's grade book. Once posted, parents may view results online at their leisure.</td>
<td>Providing the student immediate feedback will allow the student to view his strengths and where he needs to improve. Using the rubric in front of him allows him to see how to properly use the rubric. He may redo the assessment after feedback. His mother will receive immediate feedback on how her son is doing in school, and her signature on major assessments allows her to view her child's progress. All parents are encouraged to view their children's grades online in order to view progress or lack there of.</td>
</tr>
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</table>

STEP 4: Giving the Assessment to the Whole Class, Including Two Focus Students

DIRECTIONS

Give the assessment to your class. Collect and score all the evidence of student learning from the assessment. Consider all the assessment responses and select three responses of students other than your two focus students that represent the range of achievement within the class. Label these responses as Student 3, Student 4, and Student 5. Label the two focus students’ assessment responses as Student 1 and Student 2. Submit (attach in LiveText) all five assessment responses. Review carefully the evidence of student learning you are submitting.

Briefly explain why you selected those responses to represent the range of responses in the class.
**Student 1**  
(EL focus Student)  
**English Language Learner:** Out of the three ELL’s in my class, I chose this specific male student because he is new to the school and has only been in the country for three years. He has struggled in my class, but is beginning to make great academic strides. I am constantly translating content for him and it appears to be working. He was a good student in Mexico, so the key is not learning content, it is to decode vocabulary for him.

**Student 2**  
(SN focus student)  
**Student with a special need:** This male student has been diagnosed with Asperger’s Syndrome. He is a great learner, but it does not always translate to good results academically. His mother has specifically enrolled her son in this school and in my class because of our relationship at a summer camp daycare. I feel a great responsibility because of this. My hope is to translate his great learning into great assessment marks.

**Student 3**  
**High achieving student:** This female student is one of the top academic achievers in the class. She is extremely involved in all subjects and asks many questions. Her main blemish is that she may talk too much at times, but her personality meshes well with mine. She is extremely creative and has mentioned to me that her favorite subjects are Art and Social Studies. Although a talker, her academic work is always excellent.

**Student 4**  
**Average achieving student:** This male student is a very good learner. He comprehends academic content very well, but does not always perform well on assessments. The main reason for his average scores is not his learning, but rather his academic effort. He always does well enough to pass but never strives to achieve high marks.

**Student 5**  
**Low achieving student:** This male student struggles a good deal in class. According to his mother, he has had a problematical childhood. There has been a great deal of trouble at home, which has had an obvious negative effect on his academic learning. With his home life stabilizing, he is beginning to become a better student. His classmates have been impressed when he has
answered verbal questions correctly (according to classmates, he never did before). He is beginning to blossom as a learner, but is still behind the majority of the class academically.

**NOTE:** If the assessment is oral or represents a student performance, provide your description of the student's responses and your written assessment of those responses, including the class as a whole, the three responses that represent the range of achievement in the class, and the two focus student responses.


**STEP 5: Analyzing Evidence of Student Academic Learning and the Assessment**

**DIRECTIONS**

Consider your responses in Steps 1 through 4. Think about the evidence of student academic learning from the assessment. Answer the prompts below for the whole class and the two focus students. Remember to cite specific evidence from the five responses that you submitted (attached in LiveText). (This includes responses from the two focus students and from the three students you selected to represent the range of achievement with the class.)

**A. FOR THE CLASS AS A WHOLE**

*Remember to cite specific evidence from the responses on five students that you submitted (attached).*

1. What did you learn overall about the students' progress toward achievement of the academic learning goal(s) for this part of the unit?

I learned that the majority of the students achieved the learning goals. I feel that the assessment proved that the students had a good grasp of the content. The choice of two prompts greatly aided the students. The class was successful. Out of nineteen students, seventeen scored 34 or higher out of 40. The majority of the class wrote strong topic sentences and provided support using vocabulary from the unit.

2. Describe the extent to which the assessment that you planned allowed students to demonstrate their achievement of the academic learning goal(s) for this part of the unit.

I believe the assessment allowed students to demonstrate academic learning because they had to provide original work. The short essay allowed student to demonstrate individual learning achievement. The students were given a choice in prompts and how to support their positions. The
majority of the students showed that they understood the academic learning goals.

3. Would you make any changes to the directions or to the format of the assessment? Why?

I would not make changes to this particular assessment. I believe the directions are clear and the assessment provides evidence of the learning goals for this unit. Allowing the students to choose the prompt they want does not “dummy” down the assessment, it allows for a comfort level that lets the students produce original work, which verifies content understanding. The rubric also allows for the students to take responsibility for their learning and permits for straightforward grading without to much time consumption.

4. Would you collect different or more evidence if you were to do this assessment again? Why?

I plan to give this assessment in the future. Next time I am going to provide class time for the writing process: prewriting, drafting, revising, proofreading, and publishing. I would like future students to write more elaborate essays and that would require the writing process. Collecting all that evidence and providing extra time will produce superior work. I feel the students this year were successful in achieving the learning goals, but I would like future students to write more effective essays.

5. Was the implementation and timing of this assessment appropriate for this class? Why?

The implementation and timing of this assessment was appropriate for the class. Before this assessment, the class had written short essays and has become proficient. The class had also spent appropriate time covering the content in the unit. The students were prepared for the assessment and the overall success of the class is evidence.

6. In what ways would a different type of assessment (verbal response, multiple choice, short essay, oral presentation, performance task, etc.) than what you used allow students to demonstrate their achievement of the academic learning goal(s) for this unit?

Different types of assessment would have also allowed students to demonstrate their achievement of the learning goals. Verbal responses and oral presentations would have also provided original work from each student. Multiple choice, short answers, and true/false questions would have demonstrated achievement of learning the academic goals, but they do not allow for original work. In truth, all assessment types can demonstrate academic learning when properly used. For these particular learning goals, I wanted my students to produce original work and to have a choice in how to present it. That is the main reason I chose a short essay format. A performance task would have also achieved those objectives, but it is too time consuming for this particular time of the year and subject matter. I use performance tasks in my class; I just preferred a short essay for this unit.

B. FOR STUDENT 1: AN ENGLISH LEARNER

Remember to cite specific evidence from the responses that you submitted (attached).

1. To what extent were the assessment directions and format clear and easy to follow for this student? How do you know?

The assessment directions and format were not that easy to follow for this student. I know from talking to the student. After the class began the assessment, I went to the student to asked if he understood. He said he understood, but then I asked him to explain the directions back to me. He
said that he had to answer the questions instead following the direction which said to just choose one prompt. He also did not understand the prompts completely. He did not ask for help or translations, but I am glad I went to him. After translating a few terms and clarifying the directions, he completed the assessment following the directions.

2. To what extent did this student achieve the academic learning goals for this part of the unit? The student achieved an admirable 33 out of 40 points. I believe he did achieve his learning goals because he wrote that Hammurabi's Code was "too strict" three times. He had an opinion and expressed it. The majority of his deductions came from writing errors, not content. He stated the Code was to strict and provided an example. He also stated that the Code "worked". He provided evidence that he had understanding about Hammurabi's Code.

3. How well did the student's assessment response correspond to the work the student does on a daily basis? (Was the response what you expected from this student?) The student's response is about what I expected. He stated his opinion but only had one example to support it. I did not expect him to only complete one draft. Unfortunately, he did not want to redo his work after I provided feedback. He was satisfied with his grade. He could have achieved a higher grade if he would have corrected his writing mistakes, but chose not to. This work was better than his average daily work. I believe the reasons were that he has improved his short essays because of constant practice and that we spent substantial time on the content instead of just providing a writing prompt.

4. What different or additional type of evidence might you need to collect for this student? The only additional evidence I will collect from the student is verbal responses about the content. I can get a better understanding if he understands the content if I ask him key questions. I am not satisfied with his grade, so that will be a strategy to provide extra points to his assessment. I was hoping to collect a rough draft and a final draft in order to provide evidence of his progress during the assessment. Since he chose not to redo his work, I was only able to collect the final draft.

5. What does this student's response tell you about his/her academic strengths and/or needs? The student's response tells me that he is able to state his opinion, but not able to provide substantial support. Although he did not use substantial vocabulary from the unit, he did have an opinion on Hammurabi's Code, it was "too strict". He only provided one example for support. His strength is that he actually understood the prompt he chose and stated his opinion, but he needed to provide more support for his opinion using vocabulary from the unit.

6. Based on this student's response, describe next steps you would take with the student to further his or her academic achievement in the content area. To further this student's academic achievement, I will need to make sure he has a better grasp on Social Studies vocabulary. I allowed the student to write three key terms on his assessment to help him out, but he did not use them in his writing. To focus on vocabulary, I will allow the whole class to make flashcards of key terms with the definition and a drawing. I use that strategy for Reading class, but I will adapt it for Social Studies. For this student, I will allow him to use those cards when appropriate, like another short essay assessment.

7. Describe the ways in which specific adaptations you made to your assessment plan did or did not work. 
My clarifying and translating the directions and prompts did work because he was going to answer the two questions instead of picking one prompt and writing a short essay. If I did not clarify the directions, he would have doubled his work and I believe it would have been not as good as only answering one prompt. My strategy of providing immediate feedback and allowing him to redo his work did not work. Although I was pleasantly surprised with his work, he should have redone it for a better grade. I gave him the option and he refused. From this lesson, next time it will not be an option.

8. In what ways did the assessment support this student's language abilities?
This assessment supported his language abilities because he had to provide original work. He had to choose what words to use and what to write. A short essay supports language abilities better than a short answer or multiple choice assessment because it forces the student to use his/her own words. Although the student did not use key terms from the unit, he only had two spelling errors. This assessment is evidence that language abilities are improving.

9. If you were to give the assessment to this student again, what changes, if any, would you make? Why?
The only changes I would make is to allow him to use vocabulary flashcards or a list. This would help the student incorporate the key terms from the unit. Memorization of vocabulary is not a learning goal for the unit, so allowing the student to see vocabulary during the assessment will help him. It is difficult enough for him to learn basic vocabulary, let alone vocabulary from Ancient Mesopotamia. I believe this strategy will assist him better support his position.

10. What would be your next steps in planning to facilitate this student's English Language Development?
Because the student is showing improvement, I will continue to use the strategies I am currently using: translation, decoding, seating arrangement, and constant parent communication. I will start allowing him vocabulary lists or flashcards for certain assessments. That will help him support his answers. I will need to be patient with him and continue to check his understanding before he begins assessments.
too) and the Hanging Gardens of Babylon in his writing. This is evidence that he has learned a substantial amount from the learning unit.

3. How well did the student's assessment response correspond to the work the student does on a daily basis? (Was the response what you expected from this student?)
This assessment corresponds pretty well with his daily work. He shows that he understands the content, yet his work is only "good enough" to pass but not to exceed. He is consistent in his learning. He understands content quickly and his reading comprehension is remarkable, but he provides little effort in his assessment. His assessment provides good support for his position statement, but his whole essay is only four sentences when I stated to "at least" write a five sentence paragraph. That effort is consistent throughout all his work.

4. What different or additional type of evidence might you need to collect for this student?
I will not need any additional evidence from this student. Although his effort is not what I would prefer, it is evident that he understands the content. He uses vocabulary from the unit and provides support for his topic sentence. His minimal effort is more frustrating to me rather than providing evidence that he does not understands the content.

5. What does this student's response tell you about his/her academic strengths and/or needs?
His response tells me that his academic strength is reading comprehension and being able to understand content. He was the first student finished with the assessment and the content knowledge was evident. His weakness comes from his Asperger's Syndrome diagnosis which makes him extremely impatient. I need to provide some incentives that will hopefully help him provide work worthy of his learning.

6. Based on this student's response, describe next steps you would take with the student to further his or her academic achievement in the content area.
In this content area, I will provide him a more challenging assessment because he has a strong understanding of the content. I will provide him with performance tasks that will challenge him more than a short essay. The student will be challenged more and will hopefully not be as bored if he was given a task were he has to provide his own research. The textbook only shortly covers the Hanging Gardens of Babylon, so I will assign him to research and make a poster of the Seven Ancient Wonders of the World. This will challenge him to do his own research, provide a chance to provide better work, and he will love learning about that topic. He is always asking questions during Social Studies. I believe this performance task will be fun for him and a challenge.

7. Describe the ways in which specific adaptations you made to your assessment plan did or did not work.
The student did not use the adaptations allowed for him. He did not ask for clarification or use his textbook. For him, the most important is to finish as quickly as possible and get an "okay" grade. Using his textbook would have helped him in spelling and would have given more evidence for his position. He chose to refuse the textbook because he already understood the content, but it would have helped him get a perfect score.

8. In what ways did the assessment support this student's language abilities?
The student is proficient in English and reads constantly. This assessment did not really support his language abilities except for the use of newly learned key terms.
9. If you were to give the assessment to this student again, what changes, if any, would you make? Why?
The only change I would make is to make the assessment more challenging for the student. I will add clearly written expectations for this particular student: at least eight sentences, six supporting sentences, use at least ten key terms for the unit. He will think it is unfair, but he would probably still finish first and provide strong evidence of learning. I need to provide this student more of an academic challenge.

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STEP 6: Reflecting on Assessment Implementation and Student Learning

DIRECTIONS

Read your response for Steps 1 through 5. Consider what you have learned in this TPA Task 3 about your students, what you wanted them to learn, their responses to the assessment, and your analysis of the evidence of student learning. Answer the prompts below.

REFLECTIONS

1. If you were given an opportunity to use the assessment again, what part(s) would you keep and what part(s) would you change? Why?
When I give the assessment again I will not change anything. The change I will make is on the rubric. I believe my rubric focused much more on writing than on the content from the learning unit. Writing is a crucial part of the assessment, but the rubric I used does not focus enough on the learning unit. I think the assessment provided the students to prove their learning from the unit, but I feel I graded more on the writing rather than knowledge about Ancient Mesopotamia.

2. If you were given an opportunity to implement the assessment again, what would you do the same and what would you do differently? Why?
I would implement the same assessment, but change my expectations. I would have preferred more complete answers, but it was not my students fault. My expectations were met by the students, yet I feel my expectations were too limited. Next time I implement this assessment, I will fully incorporate the writing process. I also want to revamp my rubric to cover more standards from the unit of study rather than mostly writing.

3. What additional information did you learn about your students as a result of this assessment experience?
I learned that my students enjoyed this assessment compared to previous Social Studies assessments. The previous two summative assessments were multiple choice, short answer, and an essay. The students responded well to the choice of prompt. The students actually compared each others' choice of prompt and were eager to share their work. My students' previous teacher taught the "everything out of the book" style, including all the assessments (textbook published). They enjoyed the change of pace. Many of them thought it was easy, but little do they know how
much academic information it required to complete their answer.

4. How will you use what you have learned from this assessment experience when you plan instruction and assessment in the future?
I believe that this assessment was an overall success and is manageable for all the learning styles in my class. I believe that Social Studies should be taught in a way which allows students to be part of these great civilizations. I will plan more similar assessments for Social Studies because the students enjoyed it and did relatively well. The students expressed content knowledge and most enjoyed the process. My biggest concern is revamping the rubric. This assessment will be stronger with a stronger rubric which emphasizes more of the Social Studies objectives.

5. What are your goals for increasing your knowledge and skill level in assessment? How will achieving these goals help you become a more effective teacher?
My main goal is being able create and implement more relevant rubrics. I feel that if my rubric was more compelling, the students work would have greatly improved. My grade partner has used rubrics for many years and has offered to assist me in creating and implementing rubrics properly. We have had only informal conversations, but now I see that I need to be more willing on my part to learn from this great resource. If I achieve this goal of creating and implementing stronger rubrics, I will become a more effective teacher because my expectations for my students and their work will be communicated more effectively.

SAMPLE Assessing Learning Score Level 3

Assessing Learning Score Level 3

CalTPA Benchmark cases are provided here to inform teacher candidates as you prepare to complete your CalTPA tasks. Benchmark cases can only be used within an instructional environment and are provided for individual instructional use and may not be shared with other teacher candidates outside of your class, posted on any public website or redistributed electronically (i.e. via email, facebook, etc.).

Attachments [3_AL_BMC_2220___2011.pdf]

SAMPLE Assessing Learning Score Level 4

Assessing Learning Score Level 4

CalTPA Benchmark cases are provided here to inform teacher candidates as you prepare to complete your CalTPA tasks. Benchmark cases can only be used within an instructional environment and are provided for individual instructional use and may not be shared with other teacher candidates outside of your class, posted on any public
website or redistributed electronically (i.e. via email, facebook, etc.).

Attachments 4_AL_BMC_0233___2011.pdf

TPE Standards

TPE STANDARDS

CA-TPE.3 TPE 3: Interpretation and Use of Assessments

CA-TPE.6 TPE 6: Developmentally Appropriate Teaching Practices Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level.

CA-TPE.7 TPE 7: Teaching English Learners Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students’ language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students’ abilities to comprehend and produce English. They use English that extends students’ current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction. Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit. Candidates understand how cognitive, pedagogical, and individual factors affect students’ language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

CA-TPE.8 TPE 8 Learning about Students Candidates for a Teaching Credential draw upon an
understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students’ prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students’ abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students’ behavior, and understand the connections between students’ health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

**CA-TPE.9**  
TPE 9: Instructional Planning Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students’ current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

**CA-TPE.13**  
TPE 13: Professional Growth Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.