

## Task 2 Instruction and engagement in student learning

Course: Su23 EDU 3105-20 Performance Assessment for Teacher Candidates

Criteria	Level 1 0.0–1.0 points	Level 2 1.1–2.0 points	Level 3 2.1–3.0 points	Level 4 3.1–4.0 points	New Level 4.1–5.0 points	Criterion Score
Learning Environment	The clip(s) reveal evidence of disrespectful interactions between teacher and students or between students. OR Candidate allows disruptive behavior to interfere with student learning.	The candidate demonstrates respect for students. AND Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a positive, low-risk learning environment that reveals mutual respect among students.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that promotes mutual respect among students	The candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students	/ 5
Engaging Students in Learning	Students are participating in tasks that are vaguely or superficially related to the central focus.	Students are participating in learning tasks focusing primarily on mathematical skills or procedures with little attention to developing understanding of mathematical concepts	Students are engaged in learning tasks that address understanding of mathematical concepts.  Candidate links prior academic learning to new learning.	Students are engaged in learning tasks that develop understanding of mathematical concepts.  Candidate links prior academic learning AND personal, cultural, or community assets to new learning	Students are engaged in learning tasks that deepen and extend their understanding of mathematical concepts.  Candidate prompts students to link prior academic learning AND personal, cultural, or community assets to new learning	/ 5
Deepening Student Learning	Candidate does most of the talking and students provide few responses. OR Candidate responses include significant content inaccuracies that will lead to student misunderstandings.	Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.	Candidate elicits student responses related to mathematical reasoning or problem solving to develop understanding of a mathematical concept.	Candidate elicits and builds on students' mathematical reasoning or problem solving to explicitly portray, extend, or clarify a mathematical concept.	Level 4 plus: Candidate facilitates interactions among students to develop understanding of a mathematical concept.	/ 5

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Subject-Specific Pedagogy: Using Representations	Candidate stays focused on facts or procedures with little or no attention to mathematical concepts. OR Materials used in the clips include significant content inaccuracies that will lead to student misunderstandings	Candidate makes vague or superficial use of representations to help students understand mathematical concepts.	Candidate uses representations in ways that help students understand mathematical concepts.	Candidate provides opportunities for students to use representations in ways that deepen student understanding of mathematical concepts.	Level 4 plus: Candidate facilitates interactions among students so they develop or apply representations in ways that deepen and extend their understanding of mathematical concepts	/ 5
Analyzing Teaching Effectiveness	Candidate suggests changes unrelated to evidence of student learning.	Candidate proposes changes to teacher practice that are superficially related to student learning needs (e.g., task management, pacing, improving directions).	Candidate proposes changes that address students' collective learning needs related to the central focus. Candidate makes superficial connections to research and/or theory.	Candidate proposes changes that address individual and collective learning needs related to the central focus. Candidate makes connections to research and/or theory.	Level 4 plus: Candidate justifies changes using principles from research and/or theory.	/ 5

Total / 25

## Overall Score

**Level 1**  
0 points minimum

**Level 2**  
5 points minimum

**Level 3**  
8 points minimum

**Level 4**  
11 points minimum