An Explanation of the EdTPA Rubrics

Explanation

The edTPA rubrics shown below (highlighted in yellow) represent a straightforward explanation of what reliability and validity studies have shown [that the elements measure]. A second table shows the relationship between EdTPA scores and an internal "Unit Rubric" that we employ occasionally (but no longer).

Table 1. Elements putatively measured via the EdTPA.

Score	WL and CL Rubrics	Remaining National Rubrics	Rubric Description
Score 1	1	1	Planning: Planning for Subject-Specific Understandings
Score 2	2	2	Planning: Planning to Support Varied Student Learning Needs
Score 3	3	3	Analyzing Teaching: Using Knowledge of Students to Inform Teaching and Learning
Score 4	Null	4	Academic Language: Identifying and Supporting Language Demands
Score 5	4	5	Planning: Planning Assessments to Monitor and Support Student Learning
Score 6	5	6	Instruction: Learning Environment
Score 7	6	7	Instruction: Engaging Students in Learning
Score 8	7	8	Instruction: Deepening Student Learning
Score 9	8	9	Instruction: Subject-Specific Pedagogy: Using Representations
Score 10	9	10	Analyzing Teaching: Analyzing Teaching Effectiveness
Score 11	10	11	Assessment: Analysis of Student Learning
Score 12	11	12	Assessment: Providing Feedback to Guide Learning
Score 13	12	13	Assessment: Student Use of Feedback
Score 14	Null	14	Academic Language: Analyzing Students' Language Use and Subject-Specific Learning
Score 15	13	15	Analyzing Teaching: Using Assessment to Inform Instruction
Score 16	14	Null	Student Voice: Eliciting Student Understanding of Learning Targets
Score 17	15	Null	Student Voice: Supporting Student Use of Resources to Learn and Monitor Their Own Progress
Score 18	16	Null	Student Voice: Reflecting on Student-Voice Evidence to Improve Instruction

Table 2. Aspects of the EdTPA cross walked with the traditionally-used (until the Spring of '14)

	edTPA Rubrics		Unit Rubrics
Rubric	**Task**	**Explanation**[1]	
1	Planning	Planning: Planning for Subject-Specific Understandings	**Unit Rationale** (1/2-1 page reflective narrative) • Clarity of reasoning • Content and Age appropriate • Clarity of overall purpose and what is to be accomplished • Consideration of all learners
2	Planning	Planning: Planning to Support Varied Student Learning Needs	**Unit Rationale** (1/2-1 page reflective narrative) • Consideration of all learners
3	Planning	Analyzing Teaching: Using Knowledge of Students to Inform Teaching and Learning	**Unit Rationale** (1/2-1 page reflective narrative) • Consideration of all learners **Lesson Plans** • Consideration of all learners' prior experience and learning styles **Unit Assessment** – reflective narrative including positive & negative aspects of each of unit components (rationale, objectives, assessment, lesson plans, resources & references)
4	Planning	Academic Language: Identifying and Supporting Language Demands	**Unit Rationale** (1/2-1 page reflective narrative) • Consideration of all learners
5	Planning	Planning: Planning Assessments to Monitor and Support Student Learning	**Assessment** • Pre and post assessment tools match objectives
6	Instructing	Instruction: Learning Environment	
7	Instructing	Instruction: Engaging Students in Learning	
8	Instructing	Instruction: Deepening Student Learning	
9	Instructing	Instruction: Subject-Specific Pedagogy: Using Representations	
10	Instructing	Analyzing Teaching: Analyzing Teaching Effectiveness	**Unit Assessment** – reflective narrative including positive & negative aspects of each of unit components (rationale, objectives, assessment, lesson plans, resources & references)
11	Assessing	Assessment: Analysis of Student Learning	**Assessment** • Pre and post assessment tools match objectives • Evidence of tabulation of assessment results • Changes in planning and instruction based on pretest results
12	Assessing	Assessment: Providing Feedback to Guide Learning	**Assessment** • Changes in planning and instruction based on pretest results
13	Assessing	Assessment: Student Use of Feedback	
14	Assessing	Academic Language: Analyzing Students' Language Use and Subject-Specific Learning	**Lesson Plans** • Inclusion of at least two lesson plans addressing language/literacy needs of all students
15	Assessing	Analyzing Teaching: Using Assessment to Inform Instruction	**Assessment** Changes in planning and instruction based on pretest results