

**APPENDIX K: PACT Score Reporting Form and Rubric for  
Mathematics Teaching Event**  
**(Rubrics for other content areas are also available  
in Document Room)**

# SINGLE SUBJECT MATHEMATICS SCORING RUBRICS AND SCORING SUMMARY FORM

*Circle the score given for each rubric*

## PLANNING

*Review these Task 1 & 2 sources for evidence to support score:*

*Task 1 Context Form*

*Context Commentary*

*Task 2 Overview of Plans for Learning Segment*

*Instructional Materials*

*Planning Commentary*

EM1 Balanced instructional focus 1 2 3 4

EM2 Accessible content 1 2 3 4

EM3 Assessment design 1 2 3 4

## INSTRUCTION

*Review these Task 3 sources for evidence to support score:*

*Video Clip(s)*

*Lesson Plans*

*Instructional Commentary*

*(and consider previously reviewed Task 1 & 2 sources)*

EM4 Engagement in learning 1 2 3 4

EM5 Monitoring learning 1 2 3 4

*Evaluative Criteria or Rubric*

*Student Work Samples*

*Assessment Commentary*

*(and consider previously reviewed Task 1, 2, & 3 sources)*

EM6 Analysis of student work 1 2 3 4

EM7 Assessment informing teaching 1 2 3 4

## REFLECTION

*Review these Task 5 sources for evidence to support score:*

*Daily reflections*

*Reflective Commentary*

*(and consider previously reviewed Task 1, 2, 3 & 4 sources)*

EM8 Monitoring student progress 1 2 3 4

EM 9 Reflection on learning 1 2 3 4

## ACADEMIC LANGUAGE

*Consider evidence from all Teaching Event tasks to support score.*

EM 10 Understand language demands 1 2 3 4

EM 11 Supporting academic language Development 1 2 3 4

Scorer ID: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate ID: \_\_\_\_\_

## ASSESSMENT

*Review these Task 4 sources for evidence to support score:*

## CONFIDENCE IN RATINGS

Overall, how confident are you in the ratings that you gave this candidate? (Circle one)

Not confident

Somewhat confident

Confident

Very confident

## HOLISTIC IMPRESSION OF PERFORMANCE IN TEACHING EVENT

(Circle one)

We would like to collect your impression of the performance in the Teaching Event Independent of the PACT scoring system. Please use your personal criteria for judging beginning teaching to answer the following question: If the evidence of teaching practice in this Teaching Event were typical of a candidate's current level of practice, what would be your recommendation with respect to awarding them a teaching credential? (Circle one number)

1

Would not recommend for a Teaching Credential at this time (candidate's areas of weakness cause concerns for being the teacher record).

2

Recommendation for a Teaching Credential (has areas of strength that will carry candidate while s/he works on areas that need improvement).

3

Strong recommendation for a Teaching Credential (solid foundation of beginning teaching skills).

4

Strong recommendation with distinction for a Teaching Credential (exceptional performance for a beginner).

Comments/Concerns/Interesting Issues raised by this Teaching Event (record more general comments/concerns on your Scorer Feedback form)

Do you know this candidate?

Yes

No

If yes, in what role? (Check all that apply)  Supervisor  Instructor  Other: \_\_\_\_\_

Please check here if you recommend this Teaching Event as a potential Benchmark for next year.

Candidate ID: \_\_\_\_\_

Scorer ID: \_\_\_\_\_

Date: \_\_\_\_\_

PLANNING		ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS	
<b>M1:</b> How do the plans structure students' development of conceptual understanding, procedural fluency, and mathematical reasoning skills?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>The standards, learning objectives, learning tasks, and assessments either have <b>no central focus or a one-dimensional focus</b> (e.g., all procedural or all conceptual).</li> </ul>	<ul style="list-style-type: none"> <li>The standards, learning objectives, learning tasks, and assessments have an overall focus that is <b>primarily one-dimensional</b> (e.g., procedural or conceptual).</li> <li>This focus includes <b>vague connections</b> among computations/procedures, concepts, and reasoning/problem solving strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks <b>or the set of assessment tasks</b> focus on multiple dimensions of mathematics learning through <b>clear connections</b> among computations/procedures, concepts, and reasoning/problem solving strategies.</li> <li>A <b>progression</b> of learning tasks and assessments is planned to build understanding of the central focus of the learning segment.</li> </ul>	<ul style="list-style-type: none"> <li>Both learning tasks <b>and the set of assessment tasks</b> focus on multiple dimensions of mathematics learning through clear connections among computations/procedures, concepts, and reasoning/problem solving strategies.</li> <li>A progression of learning tasks and assessments guides students to build <b>deep understandings</b> of the central focus of the learning segment.</li> </ul>

PLANNING		MAKING CONTENT ACCESSIBLE	
<b>M2:</b> How do the plans make the curriculum accessible to the students in the class?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Plans <b>refer</b> to students' experiential backgrounds<sup>1</sup>, interests, or prior learning<sup>2</sup> that have <b>little or no relationship</b> to the learning segment's standards/objectives. OR</li> <li>There are <b>significant content inaccuracies</b> in plans that will lead to student misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>Plans <b>draw on</b> students' experiential backgrounds, interests, or prior learning to <b>help students reach</b> the learning segment's standards/objectives.</li> <li>Plans for implementation of learning tasks include <b>support to help students</b> who often struggle with the content.</li> </ul>	<ul style="list-style-type: none"> <li>Plans draw on students' prior learning <b>as well as</b> experiential backgrounds or interests to help students reach the learning segment's standards/objectives.</li> <li>Plans for learning tasks include <b>scaffolding or other structured forms of support</b><sup>3</sup> to provide <b>access to grade-level</b> standards/objectives.</li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>Plans include <b>well-integrated</b> instructional strategies that are <b>tailored</b> to address a <b>variety of specific student learning needs</b>.</li> </ul>

<sup>1</sup> Cultural, linguistic, social, economic

<sup>2</sup> In or out of school

<sup>3</sup> Such as multiple ways of representing content; modeling problem solving strategies; relating pictures/diagrams/graphs and equations; strategic groupings of students.

PLANNING		DESIGNING ASSESSMENTS	
<b>M3:</b> What opportunities do students have to demonstrate their understanding of the standards and learning objectives?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>There are <b>limited</b> opportunities provided for students to learn what is measured by assessments.</li> <p>OR</p> <li>There is a <b>significant mismatch</b> between one or more assessment instruments or methods and the standards/objectives being assessed.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities are provided for students to <b>learn what is assessed</b>.</li> <li>It is not clear that the assessment of one or more standards/objectives go beyond <b>surface-level</b> understandings.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities are provided for students to learn what is assessed.</li> <li>The assessments allow students to show <b>some depth of understanding or skill</b> with respect to the standards/objectives.</li> <li>The assessments <b>access both productive (speaking/writing) and receptive (listening/reading) modalities</b> to monitor student understanding.</li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>Assessments are <b>modified, adapted, and/or designed</b> to allow students with special needs opportunities to demonstrate understandings and skills relative to the standards/objectives.</li> </ul>

INSTRUCTION		ENGAGING STUDENTS IN LEARNING	
M4: How does the candidate actively engage students in their own understanding of mathematical concepts, procedures, and reasoning?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Students have <b>limited opportunities</b> in the clip(s) to engage with content in ways likely to improve their understanding of mathematical concepts, procedures, and reasoning. OR</li> <li>The clip(s) <b>do not focus</b> on mathematical concepts, procedures, and reasoning. OR</li> <li>Classroom management is problematic and <b>student behavior interferes with learning</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for intellectual engagement seen in the clip(s) offer <b>opportunities for students to develop their own understanding</b> of mathematical concepts, procedures, and reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for intellectual engagement seen in the clip(s) offer <b>structured opportunities</b> for students to <b>actively develop</b> their own understanding of mathematical concepts, procedures, and reasoning.</li> <li>These strategies reflect <b>attention to student characteristics, learning needs, and/or language needs</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for intellectual engagement seen in the clip(s) offer structured opportunities for students to actively develop their own understanding of mathematical concepts, procedures, and reasoning.</li> <li>These strategies are <b>explicit</b>, and <b>clearly reflect attention</b> to students with diverse characteristics, learning needs, and/or language needs.</li> </ul>

INSTRUCTION		MONITORING STUDENT LEARNING DURING INSTRUCTION	
<b>M5:</b> How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>The candidate primarily monitors student understanding by asking <b>surface-level questions</b> and evaluating student responses as <b>correct or incorrect</b>.</li> <li>Candidate responses are <b>not likely to promote student thinking</b>. OR</li> <li>Materials or candidate responses include <b>significant content inaccuracies</b> that will lead to student misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate monitors student understanding by <b>eliciting student responses that require mathematical reasoning or problem solving strategies</b>.</li> <li>Candidate responses represent <b>reasonable attempts to improve student understanding of mathematical concepts, procedures, and reasoning</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate monitors student understanding by eliciting student responses that require mathematical reasoning or problem solving strategies.</li> <li>Candidate responses <b>build on student input to guide improvement</b> of students' understanding of mathematical concepts, procedures, and reasoning.</li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>The candidate <b>elicits explanations</b> of students' mathematical reasoning or problem solving strategies, and uses these explanations to <b>further the understanding</b> of all students.</li> </ul>

ASSESSMENT		ANALYZING STUDENT WORK FROM AN ASSESSMENT	
M6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>The criteria/rubric and analysis have <b>little connection</b> with the identified standards/objectives. OR</li> <li>Student work samples <b>do not support the conclusions</b> in the analysis.</li> </ul>	<ul style="list-style-type: none"> <li>The criteria/rubric and analysis <b>focus on what students did right or wrong</b> in relationship to identified standards/objectives.</li> <li>The analysis of whole class performance describes <b>some differences in levels</b> of student learning for the content assessed.</li> </ul>	<ul style="list-style-type: none"> <li>The criteria/rubric and analysis <b>focus on patterns of student errors, skills, and understandings</b> to analyze student learning in relation to standards/objectives.</li> <li>Specific patterns are identified for <b>individuals or subgroup(s)</b> in addition to the whole class.</li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>The criteria/rubric and analysis focus on <b>partial understandings</b> as well.</li> <li>The analysis is <b>clear and detailed</b>.</li> </ul>

ASSESSMENT		USING ASSESSMENT TO INFORM TEACHING	
M7: How does the candidate use the analysis of student learning to propose next steps in instruction?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Next steps are <b>vaguely related to or not aligned with the identified student needs</b>. OR</li> <li>Next steps are <b>not described in sufficient detail</b> to understand them. OR</li> <li>Next steps are <b>based on inaccurate conclusions</b> about student learning from the assessment analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Next steps focus on improving student performance through <b>general support that addresses some identified student needs</b>.</li> <li>Next steps are <b>based on accurate conclusions about student performance</b> on the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Next steps focus on improving student performance through <b>targeted support to individuals and groups</b> to address specific <b>identified needs</b>.</li> <li>Next steps are <b>based on whole class patterns of performance and some patterns for individuals and/or subgroups</b>.</li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>Next steps demonstrate a <b>strong understanding</b> of both the identified <b>content and language standards/objectives</b> and of <b>individual students and/or subgroups</b>.</li> </ul>

<b>REFLECTION</b> <b>M8: How does the candidate monitor student learning and make appropriate adjustments in instruction during the learning segment?</b>		<b>MONITORING STUDENT PROGRESS</b>	
<b>Level 1</b>		<b>Level 2</b>	<b>Level 3</b>
<ul style="list-style-type: none"> <li>• Daily reflections indicate <b>inconsistent monitoring</b> of student performance.</li> <li>• There is <b>limited evidence of adjusting</b> instruction to address student confusion or to challenge students.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily reflections <b>identify what students could or could not do within each lesson.</b></li> <li>• Adjustments to instruction are focused on <b>improving directions for learning tasks, time management, or reteaching.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Daily reflections indicate <b>monitoring of student progress</b> toward meeting the standards/objectives for the learning segment.</li> <li>• Adjustments to instruction are focused on <b>addressing some individual and collective learning needs.</b></li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>• Adjustments to instruction are <b>focused on deepening students' conceptual understanding, computational/procedural fluency, and mathematical reasoning.</b></li> </ul>

<b>REFLECTION</b> <b>M9: How does the candidate use research, theory, and reflections on teaching and learning to guide practice?</b>		<b>REFLECTING ON LEARNING</b>	
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<ul style="list-style-type: none"> <li>• Reflections on teaching practice are <b>erroneously supported through a significant misapplication</b> of theory or research principles. OR</li> <li>• Changes in teaching practice are <b>not based on reasonable assumptions</b> about how student learning was affected by planning, instruction, or assessment decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections on teaching practice are <b>consistent with principles</b> from theory and research.</li> <li>• Changes in teaching practice are <b>based on reasonable assumptions</b> about how student learning was affected by planning, instruction, or assessment decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections on teaching practice are based on <b>sound knowledge of research and theory linked to knowledge of students</b> in the class.</li> <li>• Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections on teaching practice <b>integrate</b> sound knowledge of <b>research and theory</b> about effective teaching practice, <b>knowledge of students</b> in the class, and <b>knowledge of content</b>.</li> <li>• Changes in teaching practice are <b>specific and strategic</b> to improve <b>individual and collective</b> student understanding of standards/objectives.</li> </ul>

ACADEMIC LANGUAGE		UNDERSTANDING LANGUAGE DEMANDS	
M10: How does the candidate describe student language development in relation to the language demands of the learning tasks and assessments?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>The <b>description of the language demands</b> of learning tasks and assessments is <b>superficial</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Moving beyond obvious language errors, the candidate's description of language demands <b>focuses primarily on vocabulary</b> that students may find challenging <b>and indicates why</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate identifies language demands of the learning tasks and assessments that <b>go beyond vocabulary</b> to include <b>specific text types<sup>4</sup></b> or <b>other language demands<sup>5</sup></b> that are challenging for individual students or groups of students.</li> <li>The candidate discusses students' <b>language strengths as well as needs</b> in relation to the language demands of the learning tasks and assessments.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate identifies language demands of the learning tasks and assessments that go beyond vocabulary to include specific text types or other language demands that are challenging for individual students or groups of students.</li> <li>The candidate discusses students' strengths and needs in relation to these language demands and <b>articulates what makes those</b> particular text types or other demands <b>challenging</b> for particular individuals or groups of students.</li> </ul>

<sup>4</sup> Text types can be oral (e.g., presentations of problem solutions, partner or group discussions) and/or written (e.g. equations; graphs and charts; formal proofs; justifications of mathematical reasoning).

<sup>5</sup> These other demands might include understanding a teacher's oral presentation of information, responding to a question in class, listening to or reading directions, sharing information orally with a partner, or compiling information on a graphic organizer.

<b>ACADEMIC LANGUAGE</b> <b>SUPPORTING ACADEMIC LANGUAGE DEVELOPMENT</b>			
<b>M11: How do the candidate's planning, instruction, and assessment support academic language development?</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<ul style="list-style-type: none"> <li>The candidate gives <b>little support to students</b> to meet the language demands of the learning tasks. OR</li> <li><b>Language and/or content is oversimplified</b> to the point of significantly limiting student access to the core content of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate attempts to use scaffolding or other support<sup>6</sup> to <b>address identified gaps</b> between students' current language abilities and the language demands of the learning tasks and assessments.</li> <li>These supports <b>provide immediate access to content</b> without providing opportunities for students to develop further language proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate's use of scaffolding or other support provides access to core content while also <b>providing explicit models, opportunities for practice, and feedback</b> for students to <b>develop further language proficiency</b> related to the demands of the learning tasks and assessments.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate's use of scaffolding or other support provides access to core content while also providing opportunities for students to develop further language proficiency related to the demands of the learning tasks and assessments.</li> <li>The candidate <b>articulates why</b> the instructional strategies chosen <b>are likely to support</b> specific aspects of students' language development.</li> </ul>

<sup>6</sup> Such support might include one or more of the following: modeling of strategies for comprehending or constructing texts; explicit communication of the expected features of oral or written texts (e.g., using rubrics, models, and frames); use of strategies that provide visual representations of content while promoting literacy development (e.g., graphic organizers); vocabulary development techniques (context cues, categorization, analysis of word parts, etc.); opportunities to work together with students with different kinds of language and literacy skills, etc.