

### edTPA Task 4 Evaluation Criteria

| Skill                    | #  | Level 3                                                                                                                                                                                                      | Level 2                                                                                                                                                                                                    | Level 1                                                                                                                                                                                               |
|--------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conceptual Understanding | 1  | Student was able to accurately use a number line and area model to identify equivalent fractions.                                                                                                            | Student was somewhat able to use a number line and area model to identify equivalent fractions.                                                                                                            | Student was not able to use a number line and area model to identify equivalent fractions.                                                                                                            |
|                          | 2a |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                                                                                                                                                                                                       |
|                          | 3a |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                                                                                                                                                                                                       |
| Mathematical Reasoning   | 2a | Student was able to accurately explain how to shade an area model to show a fraction equivalent to the fraction provided.                                                                                    | Student was somewhat able to explain how to shade an area model to show a fraction equivalent to the fraction provided.                                                                                    | Student was not able to explain how to shade an area model to show a fraction equivalent to the fraction provided.                                                                                    |
|                          | 3a |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                                                                                                                                                                                                       |
| Procedural Fluency       | 2b | Student was able to accurately name and write equivalent fraction equations with the numerator (how many parts shaded) over the denominator (total parts in one whole), separated by a line and an = symbol. | Student was somewhat able to name and write equivalent fraction equations with the numerator (how many parts shaded) over the denominator (total parts in one whole), separated by a line and an = symbol. | Student was not able to name and write equivalent fraction equations with the numerator (how many parts shaded) over the denominator (total parts in one whole), separated by a line and an = symbol. |
|                          | 3b |                                                                                                                                                                                                              |                                                                                                                                                                                                            |                                                                                                                                                                                                       |

# Tpa Task 4 English Example

**ML Morrison**



#### **Tpa Task 4 English Example:**

**Instructional Adaptation As an Equity Solution for the English Learners and Special Needs Students** Jose W. Lalas, Margaret Solomon, 2007 This book develops teacher who can make subject matter content comprehensible and academic success reachable for English learners and students with special needs despite their evident obstacles This book integrates theory research and best practice in adaptation strategies and recommendations The variety of inequities that exist in K 12 settings are examined as well as their impact on academic achievement *An Educational Psychology of Methods in Multicultural Education* Christopher Thao Vang, 2010 Designed to appeal to all educators this book was written to help prospective educators address socio cultural questions ideas issues and curiosities they encounter in multicultural education **Multicultural Education** ,2005 *Proceedings of the 8th International Conference on Education Innovation (ICEI 2024)* Ima Widiyanah, Muhammad Nurul Ashar, Ali Fakhruddin, Ahmad Abdullah Zawawi, Susan Ledger, Tony Loughland, Andi Kristanto, Mohd Nazri Bin Abdul Rahman, Laily Maulida Septiana Harti, Achmad Wachidul Kohar, Mochamad Nursalim, 2025-04-01 This is an open access book The organizing Committee of the 8th International Conference on Education Innovation ICEI 2024 is an interdisciplinary platform for teachers researchers practitioners and academicians to present and discuss the latest research findings concerns as well as practical challenges encountered and solutions adopted in the fields of green education innovation in managing sustainable environment **Curriculum Development and Online Instruction for the 21st Century** Fudge, Tamara Phillips, Ferebee, Susan Shepherd, 2021-06-25 The world of education has undergone major changes within the last year that have pushed online instruction to the forefront of learning Thanks to the COVID 19 pandemic online learning has become paramount to the continued and uninterrupted teaching of students and has forced students and teachers alike to adjust to an online learning environment Though some have already returned to the traditional classroom or plan to very soon others have begun to appreciate the value of online education initiatives that had previously been discussed but never acted upon as they have been in the past year With plenty of positive and negative aspects online learning is a complex issue with numerous factors to consider It is an issue that must be studied and examined in order to improve in the future Curriculum Development and Online Instruction for the 21st Century examines the issues and difficulties of online teaching and learning as well as potential solutions and best practices This book includes an examination on the value of teaching fully via the internet as well as the challenges inherent in the training of teachers to teach in online environments While addressing key elements of remote learning such as keeping student data safe as well as methods in which to engage students this book covers topics that include assessment tools teaching deaf students web technology and standardized curricula Ideal for K 12 teachers college faculty curriculum developers instructional designers educational software developers administrators academicians researchers and students this book provides a thorough overview of online education and the benefits and issues that accompany it **Social Studies Review** ,2003 *Teacher*

*Assessment and the Quest for Teacher Quality* Mary Kennedy, 2010-02-15 **TEACHER ASSESSMENT AND THE QUEST FOR TEACHER QUALITY** Teacher Assessment and the Quest for Teacher Quality is an essential resource that provides school leaders administrators and teacher educators with a wide range of perspectives on the complex issue of teacher quality The book examines assessment in the context of preparation licensure hiring tenure and even dismissal and explores a wealth of relevant topics Comprehensive in scope the handbook includes contributions from leading experts in the field of teacher quality and teacher assessment This important book contains basic information on a variety of approaches to teacher assessment and teacher quality topics including the science and psychology of teacher selection performance based assessments and hiring decisions In addition the contributors explore the role of formative assessments in new teacher induction assessing for teacher tenure various approaches to annual performance assessments assessing teacher contributions to student achievement and the law regarding teacher dismissals The expert authors also tackle broader assessment issues including the interpretation of assessments standards for teacher evaluation and the inherent dilemma posed by measuring the quality of teaching For the goal of ensuring quality teaching for all our students Teacher Assessment and the Quest for Teacher Quality is an important resource and a lasting contribution to the literature on the topic

**Scientific and Technical Aerospace Reports** ,1972      **Performance Analysis in Game Sports: Concepts and Methods** Martin Lames, 2023-10-29 This book offers a comprehensive overview on the methods and concepts of theoretical and practical performance analysis Observational systems for action detection and tracking systems for position detection are introduced starting from basic methodological principles The issue of reliability testing is addressed for both methods and examples of successful applications are provided The distinction between theoretical and practical performance as essential conceptual achievement is explained in two separate chapters Most recent theoretical models of game sports are presented including the dynamical systems perspective stochastic modelling and contingency or chance as part of the game The practical chapter introduces the concept of comprehensive performance analysis as appropriate background It deals with qualitative methods used for assessing player and team performances strategy development and methods and principles of video tactic training for successful transfer of the results of analyses The book will be of value to all with an interest in the dramatically increasing impact of performance analysis in game sports      **Traffic Engineering & Control** ,1996      **A Supplement to Dr. Johnson's Dictionary of the English Language** John Seager, 1819      **Resources in Education** ,1990-04      *Michigan Christian Advocate* ,1895      **Microsoft Word Version 2002 Inside Out** Mary Millhollon, Katherine Murray, 2001 Hey you know your way around Word so now dig into Version 2002 and really put your documents to work This supremely organized reference packs hundreds of timesaving solutions troubleshooting tips and handy workarounds in concise fast answer format it s all muscle and no fluff Discover the best and fastest ways to perform everyday tasks and challenge yourself to new levels of Word mastery Build on what you already know about Word and quickly dive into what s

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**Hamilton Bailey's Emergency Surgery** William English, Phill Pearce, 2025-01-17 The management of injured and acutely unwell patients remains a cornerstone of surgical practice Although techniques for assessment investigation and operative management of the emergency surgical patient may be drawn from elective practice they also require expediency of decision making and constant consideration of both anatomical and physiological pathology Hamilton Bailey s Emergency Surgery 14e is the famous textbook of emergency surgery that defines these key principles Reflecting huge changes in the practice of emergency and general surgery over recent years this new edition of Hamilton Bailey s Emergency Surgery is designed to meet the needs of basic and higher surgical trainees The thorough and diverse coverage of emergency surgical principles including important anaesthetic and physiological considerations and the use of damage control techniques alongside core topics in emergency surgery such as shock and response to injury surgical infections principles of wound management and nutrition ensure that the clinician has evidence based medicine to rely on The extensive range of trauma surgery chapters cover all the surgical subspecialties as they relate to emergency surgery providing comprehensive coverage of acute care surgery The new edition of this highly regarded textbook on emergency surgery provides the necessary knowledge and evidence base to help the on call surgical trainee through the important decision making process when treating acute surgical patients In addition to guidance on relevant investigations and surgical techniques emphasis is also placed on those non technical skills including leadership and communication which are essential for the management of unwell patients General surgeons and those working in the emergency setting will benefit from the gold standard expertise provided in the 14th edition of Hamilton Bailey s Emergency Surgery

**Mathematical Reviews** ,2008      **Coal Abstracts** ,1991      **Research in Education** ,1971      **Minerals Yearbook** ,2013      *Government Reports Announcements & Index* ,1988

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