Tier 3 Addendum English

| IPTS Standard | 0 | 1 - Unsatisfactory | 2 - Basic | 3 - Proficient | 4 - Exceptional |
|-------------------------------------------------------------|----------|--------------------------------------------------------|-----------------------------------|---------------------------------------------------|--------------------------------|
| | | | Expected | Range | |
| 1.1: Candidates are | Not | Candidates are | Candidates demonstrate | Candidates are | Candidates are |
| knowledgeable about | Observed | not knowledgeable about | limited | knowledgeable about | Exceptionally |
| texts print and non-print | | texts, print and non-print | knowledge about texts, print | texts, print and non-print | knowledgeable about texts, |
| texts, media texts, classic | | texts, media texts, classic | and non-print texts, media | texts, media texts, classic | print and non-print texts, |
| texts and contemporary | | texts and contemporary | texts, classic texts and | texts and contemporary | media texts, classic texts |
| texts including young adult | | texts including young adult | contemporary texts including | texts including young adult | and contemporary texts |
| that represent a range of | | that represent a range of | young adult that represent a | that represent a range of | including young adult that |
| world literatures, historical | | world literatures, historical | range of world literatures, | world literatures, historical | represent a range of world |
| traditions, genres, and | | traditions, genres, and the | historical traditions, genres, | traditions, genres, and | literatures, historical |
| the experiences of | | experiences of different | and the experiences of | the experiences of | traditions, genres, and |
| different genders, | | genders, ethnicities, and | different genders, ethnicities, | different genders, | the experiences of different |
| ethnicities, and social | | social classes; they are | and social classes; their ability | ethnicities, and social | genders, ethnicities, and |
| classes; they are able to | | unable to use literary | to use literary theories to | classes; they are able to | social classes; they are able |
| use literary theories to | | theories to interpret and | interpret and critique a range | use literary theories to | to expertly use literary |
| interpret and critique a | | critique a range of texts | of texts is limited. | interpret and critique a | theories to interpret and |
| range of texts | | orreidae a ramBe er ceves | | range of texts | critique a range of texts |
| 3.1: Candidates use their | Not | Candidates demonstrate an | Candidates demonstrate a | Candidates use their | Candidates expertly use their |
| knowledge of theory, | Observed | inability to use their knowledge | limited ability to use their | knowledge of theory, | knowledge of theory, |
| research, and practice in | 0000.700 | of theory, research, and | knowledge of theory, research, | research, and practice in | research, and practice in |
| English Language Arts to | | practice in English Language | and practice in English | English Language Arts to | English Language Arts to |
| plan standards based, | | Arts to plan standards based, | Language Arts to plan standards | plan standards based, | plan standards based, |
| coherent and relevant | | coherent and relevant learning | based, coherent and relevant | coherent and relevant | coherent and relevant |
| learning experiences utilizing | | experiences utilizing a range of | learning experiences utilizing a | learning experiences utilizing | learning experiences utilizing |
| a range of different texts | | different texts across genres, | range of different texts across | a range of different texts | a range of different texts |
| across genres, periods, forms, | | periods, forms, authors, | genres, periods, forms, authors, | across genres, periods, forms, | across genres, periods, |
| authors, cultures, and various | | cultures, and various forms of media and instructional | cultures, and various forms of | authors, cultures, and various forms of media and | forms, authors, cultures, and |
| forms of media and | | strategies that are motivating | media and instructional | instructional strategies that | various forms of media and |
| instructional strategies that are motivating and accessible | | and accessible to all students, | strategies that are motivating | are motivating and accessible | instructional strategies that |
| to all students, including | | including English language | and accessible to all students, | to all students, including | are motivating and |
| English language learners, | | learners, students with special | including English language | English language learners, | accessible to all |
| students with special needs, | | needs, students from diverse | learners, students with special | students with special needs, | students, including English |
| students from diverse | | language and learning | needs, students from diverse | students from diverse | language learners, students |
| language and learning | | backgrounds, those designated | language and learning | language and learning | with special needs, students |
| backgrounds, those | | as high achieving, and those at | backgrounds, those designated | backgrounds, those | from diverse language and |
| designated as high achieving, | | risk of failure. | as high achieving, and those at | designated as high achieving, | learning backgrounds, those |
| and those at risk of failure. | | | risk of failure. | and those at risk of failure. | designated as high achieving, |
| | | | | | and those at risk of failure. |

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| 3.2: Candidates design a | Not | The candidate is unable to | The candidate demonstrates | Candidates design a range | Candidates expertly design |
|---------------------------------|----------|--------------------------------|---------------------------------|--------------------------------|-----------------------------|
| range of authentic | Observed | design a range of authentic | limited to design a range of | of authentic assessments | a range of authentic |
| assessments | | assessments | authentic assessments | (e.g., formal and informal, | assessments |
| (e.g., formal and informal, | | (e.g., formal and informal, | (e.g., formal and informal, | formative and summative) | (e.g., formal and informal, |
| formative and summative) | | formative and summative) | formative and summative) of | of reading and literature | formative and summative) |
| of reading and literature | | of reading and literature | reading and literature that | that demonstrate an | of reading and literature |
| that demonstrate an | | that demonstrate an | demonstrate an | understanding of how | that demonstrate an |
| understanding of how | | understanding of how | understanding of how | learners develop and that | understanding of how |
| learners develop and that | | learners develop and that | learners develop and that | address interpretive, | learners develop and that |
| address interpretive, | | address interpretive, | address interpretive, critical, | critical, and evaluative | address interpretive, |
| critical, and evaluative | | critical, and evaluative | and evaluative abilities in | abilities in reading, writing, | critical, and evaluative |
| abilities in reading, writing, | | abilities in reading, writing, | reading, writing, speaking, | speaking, listening, | abilities in |
| speaking, listening, | | speaking, listening, viewing, | listening, viewing, and | viewing, and presenting | reading, writing, speaking, |
| viewing, and presenting | | and presenting | presenting | | listening, viewing, and |
| | | | | | presenting |
| 5.3: Candidates | Not | Candidate fails to | Candidate engages in limited | Candidate differentiates | Candidate expertly |
| differentiate instruction | Observed | differentiate instruction | differentiate instruction based | instruction based on | differentiates instruction |
| based on students' self- | | based on students' self- | on students' self-assessments | students' self-assessments | based on students' self- |
| assessments and formal | | assessments and formal and | and formal and informal | and formal and informal | assessments and formal |
| and informal assessments | | informal assessments of | assessments of learning in | assessments of learning in | and informal assessments |
| of learning in English | | learning in English language | English language arts; | English language arts; | of learning in English |
| language arts; candidates | | arts; candidate does not | candidates ability to | candidate communicates | language arts; candidate |
| communicate with | | communicate with students | communicate with students | with students about their | communicates with |
| students about their | | about their performance in | about their performance in | performance in ways that | students about their |
| performance in ways that | | ways that actively involve | ways that actively involve | actively involve them in | performance in ways that |
| actively involve them in | | them in their own learning | them in their own learning is | their own learning | actively involve them in |
| their own learning | | _ | limited. | _ | their own learning |
| 7.1: Candidates model | Not | The candidate fails to model | The candidate demonstrates a | The candidate consistently | The candidate always |
| literate and ethical | Observed | literate and ethical | limited ability to model | models literate and ethical | models literate and ethical |
| practices in ELA teaching, | | practices in ELA teaching, | literate and ethical practices | practices in ELA teaching, | practices in ELA teaching, |
| and engage in/reflect on a | | and engage in/reflect on a | in ELA teaching, and engage | and engage in/reflect on a | and engage in/reflect on a |
| variety of experiences | | variety of experiences | in/reflect on a variety of | variety of experiences | variety of experiences |
| related to ELA. | | related to ELA. | experiences related to ELA. | related to ELA. | related to ELA. |
| | | | | | |
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| 7.2: Candidates engage in | Not | The Candidate fails to | The candidate demonstrates a | The candidate consistently | The candidate always |
|-----------------------------|----------|----------------------------|-------------------------------|-----------------------------|-----------------------------|
| and reflect on a variety of | Observed | engage in and reflect on a | limited ability engage in and | engages in and reflect on a | engages in and reflect on a |
| experiences related to ELA | | variety of experiences | reflect on a variety of | variety of experiences | variety of experiences |
| that demonstrate | | related to ELA that | experiences related to ELA | related to ELA that | related to ELA that |
| understanding of and | | demonstrate understanding | that demonstrate | demonstrate | demonstrate understanding |
| readiness for leadership, | | of and readiness for | understanding of and | understanding of and | of and readiness for |
| collaboration, ongoing | | leadership, collaboration, | readiness for leadership, | readiness for leadership, | leadership, collaboration, |
| professional development, | | ongoing professional | collaboration, ongoing | collaboration, ongoing | ongoing professional |
| and community | | development, and | professional development, | professional development, | development, and |
| engagement. | | community engagement. | and community engagement. | and community | community engagement. |
| | | | | engagement. | |

| Student Teacher Name: | Date: | | |
|-----------------------------|----------------------------------|--|--|
| | | | |
| University Supervisor Name: | University Supervisor Signature: | | |