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**Assessment Rubrics continued**


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**Rubric 14: Analyzing Students' Language Use and Literacy Learning**

**How does the candidate analyze students' use of language to develop content understanding?**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p>Candidate identifies student language use that is superficially related or unrelated to the language demands (function,<sup>7</sup> vocabulary, and additional demands).</p> <p>OR</p> <p>Candidate's description or explanation of language use is not consistent with the evidence submitted.</p>	<p>Candidate describes how students use only one language demand (vocabulary, function, syntax, discourse).</p>	<p>Candidate explains and provides evidence of students' use of</p> <ul style="list-style-type: none"> <li>• the language function AND</li> <li>• one or more additional language demands (vocabulary, syntax, discourse).<sup>8</sup></li> </ul>	<p>Candidate explains and provides evidence of students' use of</p> <ul style="list-style-type: none"> <li>• the language function,</li> <li>• vocabulary, AND</li> <li>• additional language demand(s) (syntax, discourse)</li> </ul> <p>in ways that develop content understandings.</p>	<p><b>Level 4 plus:</b> Candidate explains and provides evidence of language use and content learning for students with varied needs.</p>

<sup>7</sup> The selected language function is the verb identified in the Planning Commentary prompt 4a (analyze, explain, interpret, etc.).

<sup>8</sup> These are the additional language demands identified in the Planning Commentary prompt 4c (vocabulary or key phrases, plus either syntax or discourse).