

## Alignment of NCTM Standards (2020) for Secondary and Middle Level to WVTPA Rubrics

Alignment is based on how well WVTPA tasks rubric criteria, rather than task directions, provide evidence supporting selected components of the NCTM Standards (2020) for Secondary and Middle Level.

### Definition of WVTPA Rubric Level of Support

#### Limited Alignment

The WVTPA rubric provides partial evidence for the standard component. All parts of the component at the NCTM Reviewer Rubric Level 3 are not addressed in WVTPA rubric Level 3.

#### Moderate Alignment

The WVTPA rubric provides sufficient evidence to meet the standard component. All parts of the component at the NCTM Reviewer Rubric Level 3 are addressed in WVTPA rubric Level 3 and above.

#### Strong Alignment

The WVTPA rubric provides strong evidence to meet the standard component. All parts of the component at the NCTM Reviewer Rubric Level 3 are addressed in WVTPA rubric Level 2 and above.

### Alignment Table

Standard Component	WVTPA Task Rubric Number and Level of Support
<b>*3a) Student Diversity.</b> Candidates identify and use students' individual and group differences when planning rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.	1 – Limited 4 – Strong
<b>3b) Students' Mathematical Strengths.</b> Candidates identify and use students' mathematical strengths to plan rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.	2 – Moderate
<b>4a) Establish Rigorous Mathematics Learning Goals.</b> Candidates establish rigorous mathematics learning goals for students based on mathematics standards and practices.	2 – Strong
<b>4b) Engage Students in High Cognitive Demand Learning.</b> Candidates select or develop and implement high cognitive demand tasks to engage students in mathematical learning experiences that promote reasoning and sense making.	5 – Limited
<b>4c) Incorporate Mathematics-Specific Tools.</b> Candidates select mathematics-specific tools, including technology, to support students' learning, understanding, and application of mathematics and to integrate tools into instruction.	4 - Moderate
<b>4e) Elicit and Use Student Responses.</b> Candidates use multiple student responses, potential challenges, and misconceptions, and they highlight students' thinking as a central aspect of mathematics teaching and learning.	5 – Limited

Standard Component	WVTPA Task Rubric Number and Level of Support
<b>4g) Facilitate Discourse.</b> Candidates pose purposeful questions to facilitate discourse among students that ensures that each student learns rigorous mathematics and builds a shared understanding of mathematical ideas.	5 – Limited
<b>5a) Assessing for Learning.</b> Candidates select, modify, or create both informal and formal assessments to elicit information on students’ progress toward rigorous mathematics learning goals.	<b>3 – Moderate</b>
<b>5b) Analyze Assessment Data.</b> Candidates collect information on students’ progress and use data from informal and formal assessments to analyze progress of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories toward rigorous mathematics learning goals.	6 – Limited
<b>5c) Modify Instruction.</b> Candidates use the evidence of student learning of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories to analyze the effectiveness of their instruction with respect to these groups. Candidates propose adjustments to instruction to improve student learning for each and every student based on the analysis.	6 – Limited
<b>6b) Promote Positive Mathematical Identities.</b> Candidates reflect on their impact on students’ mathematical identities and develop professional learning goals that promote students’ positive mathematical identities.	7 – Limited
<b>6d) Collaborate with Colleagues.</b> Candidates collaborate with colleagues to grow professionally and support student learning of mathematics.	7 – Limited