

K-12 Performing Arts
Submitted: March 17, 2020
Reported: April 16, 2020

Name: KENNETH KAMPING

Social Security Number: XXX-X6-0247

For privacy/confidentiality reasons, only the last five digits of your social security number are collected.

Score Summary

Rubric	Rubric Score (1–5)
Task 1: Planning for Instruction and Assessment	
Rubric 1: Planning for Developing Student Knowledge and Skills in the Performing Arts	3.0
Rubric 2: Planning to Support Varied Student Learning Needs	3.0
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning	3.0
Rubric 4: Identifying and Supporting Language Demands	4.0
Rubric 5: Planning Assessments to Monitor and Support Student Learning	3.0
Task Total	16.0 out of 25
Task 2: Instructing and Engaging Students in Learning	
Rubric 6: Learning Environment	3.0
Rubric 7: Engaging Students in Learning	3.0
Rubric 8: Deepening Student Learning	2.0
Rubric 9: Subject-Specific Pedagogy	3.0
Rubric 10: Analyzing Teaching Effectiveness	3.0
Task Total	14.0 out of 25
Task 3: Assessing Student Learning	
Rubric 11: Analysis of Student Learning	4.0
Rubric 12: Providing Feedback to Guide Learning	3.0
Rubric 13: Student Understanding and Use of Feedback	4.0
Rubric 14: Analyzing Students' Language Use and Performing Arts Learning	3.0
Rubric 15: Using Assessment to Inform Instruction	3.0
Task Total	17.0 out of 25

Total edTPA Score	47 out of 75
Average Rubric Score	3.13

Note: Your edTPA Score Profile indicates your Total edTPA Score. Please refer to www.edTPA.com/Scores for information about any state- or institution-specific passing score requirements.



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Performance Description

Planning:

Rubric	Performance Description
1	Candidate's plans for instruction build on each other to support students to create, perform, and/or respond to music/dance/theater with connections to knowledge/skills AND contextual understandings or artistic expression.
2	Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.
3	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' prior academic learning OR personal, cultural, or community assets. Candidate makes superficial connections to research and/or theory.
4	Targeted language supports address use of vocabulary/symbols, language function, AND one or more additional language demands (syntax, discourse).
5	The assessments provide evidence to monitor students' development of knowledge/skills, contextual understandings, AND/OR artistic expression in music/dance/theater during the learning segment.



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Performance Description

Instruction:

Rubric	Performance Description
6	The candidate demonstrates rapport with and respect for students AND candidate provides a positive, low-risk learning environment that reveals mutual respect among students and allows for creativity.
7	Students are engaged in music/dance/theater tasks that address knowledge/skills, contextual understandings, AND/OR artistic expression. Candidate links prior academic learning to new learning.
8	Candidate primarily evokes participatory level student performances and/or surface-level responses and evaluates responses or performance techniques as simply correct or incorrect.
9	Candidate uses modeling, demonstrations, or content examples in ways that develop students' knowledge/skills, contextual understandings, OR artistic expression.
10	Candidate proposes changes that address students' collective learning needs related to the central focus. Candidate makes superficial connections to research and/or theory.



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Performance Description

Assessment:

Rubric	Performance Description
11	Analysis uses specific examples from work samples to demonstrate patterns of learning consistent with the summary AND patterns of learning are described for whole class.
12	Feedback is specific and addresses either needs OR strengths related to the learning objectives.
13	Candidate describes how s/he will support focus students to understand and use feedback on their strengths OR weaknesses related to the learning objectives.
14	Candidate explains and provides evidence of students' use of the language function AND one or more additional language demands (vocabulary/symbols, syntax, discourse).
15	Next steps propose general support that improves student learning related to assessed learning objectives. Next steps are loosely connected with research and/or theory.



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Score Reporting

Your scores have been released to the following state(s) and/or institution(s):	
State(s):	New York
Institution(s):	Long Island University - C W Post Campus

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Understanding Your edTPA Score Profile

Overview

Your edTPA Score Profile provides your results for the assessment that you submitted on the date indicated on your score profile. If you submitted a single- or multiple-task retake, your score profile includes your new scores on the task(s) that you resubmitted, and your previous (most recent) scores on the task(s) that were not resubmitted.

Cautions. Your edTPA Score Profile is for your records only. This document may not be used to gain certification. States must receive scores from the Evaluation Systems group of Pearson to fulfill certification requirements. This assessment was not designed to compare your performance to that of other candidates. Your score is used to compare your knowledge and skills to that required by various states and institutions in compliance with teacher certification requirements.

Score Summary

This section indicates the most recent scores you have earned on this assessment across all attempts.

Rubric Scores. This table displays your score for each edTPA rubric, and may reflect an average score provided by two scorers who reviewed your portfolio.

Any rubric score assigned a letter (e.g., "A") instead of a number is an indication that your submission or portions of your submission are deemed unscorable in accordance with the edTPA Submission Requirements. See "Condition Codes" below for more information.

Total edTPA Score. This score represents your total score, obtained by summing all rubric scores. *Effective May 8, 2014:* In the case of a .5 score at the Total edTPA Score level (e.g., 39.5), the Total edTPA score will be rounded up to the next highest whole number. For example, a Total edTPA Score of 39.5 will be reported as a 40. Only the Total edTPA Score will be rounded (Rubric Scores and Task Totals are not rounded). Please refer to www.edTPA.com/Scores for information about any state- or institution-specific passing score requirements.

Note: If you received a condition code for any rubric, that rubric would not be included in the Total edTPA Score. Please see "Incomplete" Status below for more information on the Incomplete designation.

Average Rubric Score. This score is the average of all scored rubrics. It is calculated by dividing the Total Score by the number of scored rubrics.

Note: If you received a condition code for any rubric, that rubric would not be included in the Average Rubric Score.

For Washington Handbooks

Total edTPA Score with Student Voice. This score represents your total score, obtained by summing all rubric scores, including Washington Student Voice. Please refer to www.edTPA.com/Scores for information about any state- or institution-specific passing score requirements.

Note: If you received a condition code for any rubric, that rubric would not be included in the Total edTPA Score with Student Voice. Please see "Incomplete" Status below for more information on the Incomplete designation.

Average Rubric Score with Student Voice. This score is the average of all scored rubrics, including Washington Student Voice. It is calculated by dividing the Total Score by the number of scored rubrics.

Note: If you received a condition code for any rubric, that rubric would not be included in the Average Rubric Score with Student Voice.

Performance Description

This section describes your performance in relation to the rubric language. This information may help you identify your relative strengths and weaknesses. Note that rubric language descriptions were updated for the 2014–2015 program year to align with the refreshed handbook descriptions.

If a condition code has been applied to a scoring rubric, the description provides information indicating the requirement(s) not met.

Score Reporting

If applicable, your assessment results are reported to any state and/or institution that you indicated as a score recipient when you registered.

Passing Score Requirements

Pass/Fail information is not supplied on this score profile, as not all users of edTPA have an established standard in place, and requirements may be specific to the state or institution user. **Note that you may not be able to meet a state- or institution-specific passing score requirement if you have condition codes.** Please refer to www.edTPA.com/Scores for information about any state- or institution-specific passing score requirements, including state- or institution-specific rules around condition codes and passing score requirements.

Additional Information

Retaking edTPA. There are multiple options for retaking an edTPA assessment: retake a single task, retake multiple tasks, or retake the entire edTPA. Refer to www.edTPA.com/Scores for registration and submission requirements for retaking edTPA.

Condition Codes. Condition codes are applied when candidates do not meet submission requirements because there is insufficient evidence to score one or more rubrics. Complete descriptions of these codes are available in the Submission Requirements document on the Candidate Policies page at www.edTPA.com. Note that Condition Code descriptions were updated for the 2015–2016 program year.

The following table identifies the general reasons for the application of condition codes. Effective 4/21/2016, further details indicating the requirements not met may be available in your **Performance Description** for any rubric(s) in which you received a condition code.

Code	Condition Reason
A	Rubrics for Planning Task are unscorable
B	Video technical issues
C	Audio technical issues
D	Insufficient or excessive information to score
E	Incorrect or missing, blank, or otherwise inaccessible file
F	Video is edited
G	Materials unrelated to Handbook or fail to conform to Handbook instruction
H	English translation requirement not met

"Incomplete" Status. *Effective October 22, 2015.* Portfolios receiving **two or more** condition codes within the same task will be considered "Incomplete." The following scoring rules will be applied if you receive two or more condition codes within the same task:

- All scored rubrics with the rubric score value and any condition code indicators will continue to be reported.
- Task Total will be reported as "I" for "incomplete."
- Total edTPA Score will be reported as "I" for "incomplete."
- Average Rubric Score will be reported as "I" for "incomplete."

You will be required to retake any task(s) reported as incomplete (receiving two or more condition codes within the same task) in order to receive a Task Total, Total edTPA Score, and Average Rubric Score.