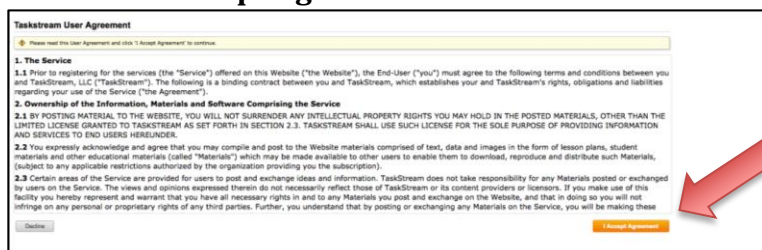


How To Evaluate PACT in Taskstream

1. You will receive an email from Taskstream.
2. Your username will be included in the email.
3. Click on the link to create your password for your Taskstream account.



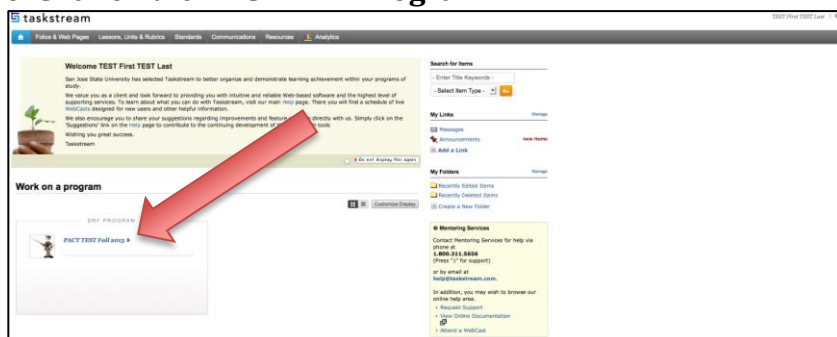
4. Click on **I Accept Agreement**. This is the Taskstream User Agreement form.



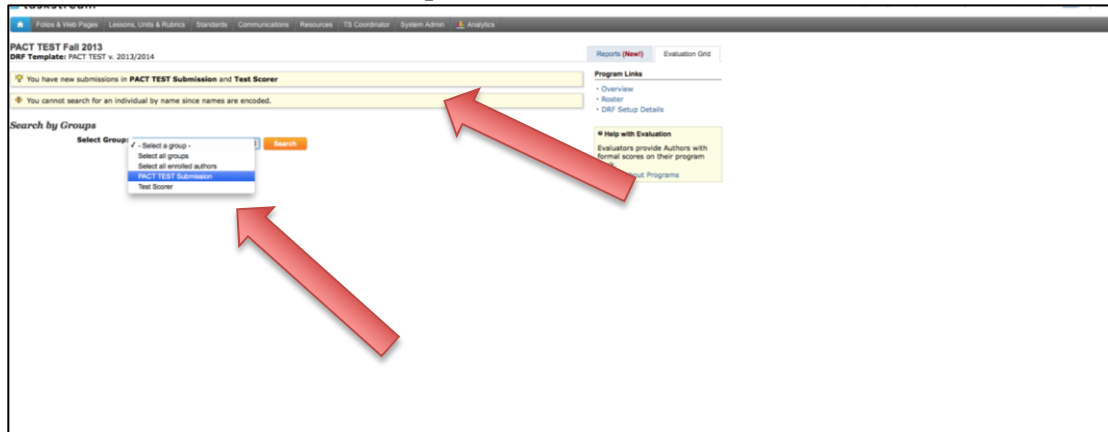
5. Create your password for Taskstream. It must contain 6 letters and 1 number.



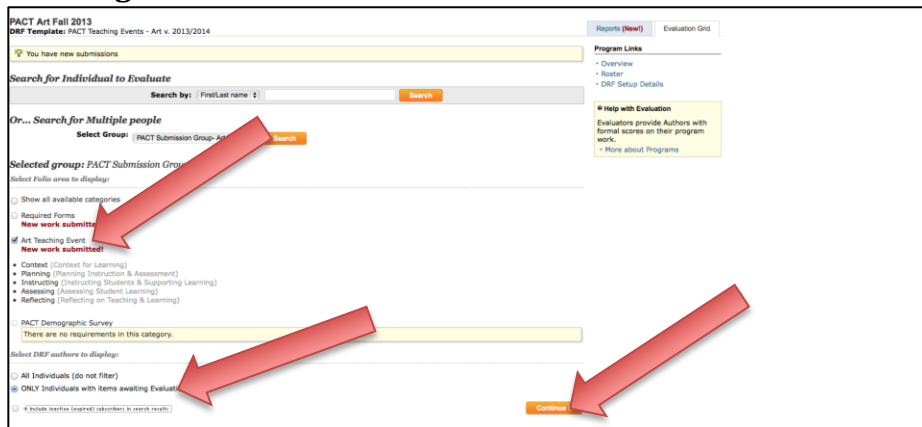
6. Click on the **PACT DRF Program**.



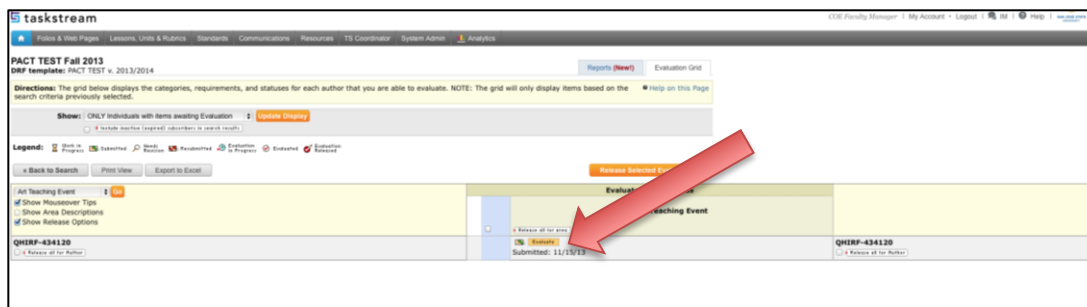
7. You will see the message **You cannot search for an individual by name since names are encoded.**
8. Click on the **Select Group** dropdown list.
9. Select the **Submission Group** and click Search.



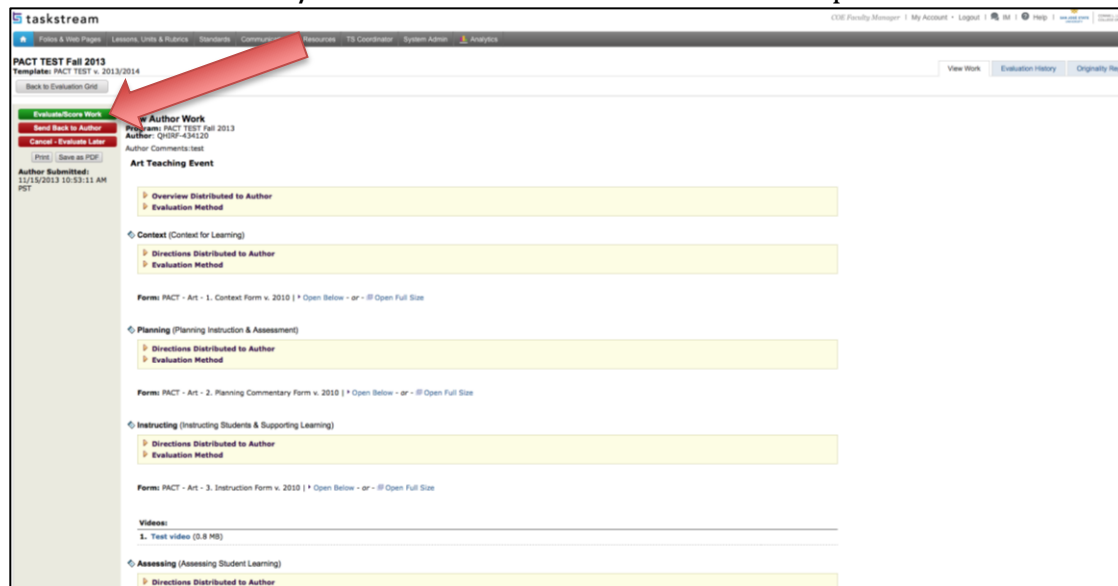
10. Select the **(subject area) Teaching Event** and **ONLY Individuals with items awaiting Evaluation** and then click Continue.



11. Select a student to score and click on **Evaluate**.



12. Click on **Evaluate/Score Work**. Two window tabs will open.



13. This is the first window to open. On this screen you will be able to view the videos and documents for scoring the following areas:

Context

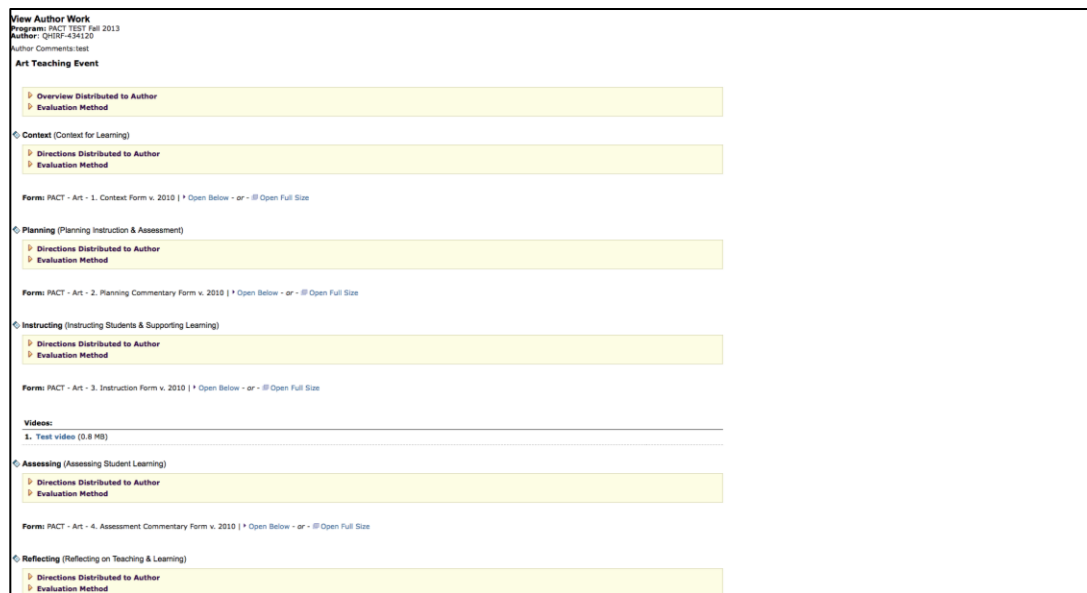
Planning

Instructing

Assessing

Reflecting

Scroll down in order to see all of the documents and videos for each of the scoring areas.



14. This is the second window tab to open.
15. On this screen you will be able to score the student.
16. **Select** the score for each rubric.
17. Click **Save Draft** as you scroll down.
18. You may type comments for each rubric in the text box called **Comments on this criterion**. The comments will not be released to the students. The comments will only be seen by the PACT Coordinator.

Evaluate/Score Work
 Review Art Teaching Event
 Author: 20137-434120
 Work Submitted: 11/15/2013 10:53:11 AM (PST)

The program creator added the following instructions to help guide your evaluation:
 Candidates pass the PACT Teaching Event if they pass all five rubric categories (Planning, Instruction, Assessment, Reflection, and Academic Language) AND have no more than 2 failing scores of "1" across tasks. To pass a category, candidates must have a majority (at least half) passing scores within the category. In Planning and Assessment, two out of three scores must be a "2" or higher; in Instruction, Reflection, and Academic Language, one out of two scores must be a "2" or higher.

Evaluate work using rubric "PACT Art v. 2013/2014"

Attached Standards: 4 Criteria (8) | 4 Expert (8)

| | 1 Unacceptable | 2 Marginal | 3 Proficient | 4 Exemplary |
|---|--|--|---|--|
| PLANNING: ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS A1: How do the plans support student learning of creative expression, artistic perception, aesthetic valuing and understanding art in historical and cultural context? (TPES 1,4,9) | <ul style="list-style-type: none"> The standards, learning objectives, learning tasks, and assessments either have no central focus on creative expression, artistic perception, aesthetic valuing and understanding art in historical and cultural context as separate tasks. | <ul style="list-style-type: none"> The standards, learning objectives, learning tasks, and assessments include vague connections between creative expression, artistic perception, aesthetic valuing, and understanding art in historical and cultural context, but the connection to a central focus is weak. | <ul style="list-style-type: none"> Learning tasks or the set of assessment tasks focus on multiple dimensions of learning related to a central focus through clear connections among creative expression, artistic perception, aesthetic valuing and understanding art in historical and cultural context. • A progression of learning tasks and assessments is planned to build understanding of the central focus of the learning segment. | <ul style="list-style-type: none"> Both learning tasks and the set of assessment tasks focus on multiple dimensions of learning through clear connections among creative expression, artistic perception, aesthetic valuing and understanding art in historical and cultural context. • A progression of learning tasks and assessments guides students to build deep understanding of the central focus of the learning segment. |
| PLANNING: MAKING CONTENT ACCESSIBLE A2: How do the plans make the curriculum accessible to the students in the class? (TPES 1,4,5,6,7,8,9) | <ul style="list-style-type: none"> Plans exclude students' experiential backgrounds, interests, or prior learning that have no relationship to the learning segment's standards/objectives. • There are significant content inaccuracies in content that will lead to student misunderstandings. | <ul style="list-style-type: none"> Plans draw on students' experiential backgrounds, interests, or prior learning to help students reach the learning segment's standards/objectives. • Plans for implementation of learning tasks include support to help students who often struggle with the content. | <ul style="list-style-type: none"> Plans draw on students' prior learning as well as experiential backgrounds or interests to help students reach the learning segment's standards/objectives. • Plans for implementation of learning tasks include scaffolding or other structured forms of support to provide access to grade-level standards/objectives. | <ul style="list-style-type: none"> All components of Level 3 plus. • Plans include well-integrated instructional strategies that are tailored to address a variety of specific student learning needs. |

For each criterion, there is a 'SCORE' dropdown menu and a 'Comments on this criterion:' text box. Red arrows point to the 'SCORE' dropdowns for the first two criteria.

- Final Scoring Process:
19. Select either **Meets Requirement** or **Does not Meet**.
 20. Select the blue area – **Record as final but release evaluation to author later**.
 21. For the final scoring process click on **Submit Evaluation Now**.

Final Mark: Does this submission meet the requirements?

SCORE:
☐ Meets Requirement
☐ Does not Meet
 Rubric avg: 1

Attach File - Optional (Up to 3 files)
 Name: File (5 MB max)
 Choose file: No file selected

Next Steps

☐ Send back for revision
 This report will be sent back as a provisional evaluation to help guide the author's revision. The author will have to resubmit work in order to be re-evaluated.
 Save a copy of this submission?
 Yes - author will be prompted to create a new submission from scratch (although they will be able to view their previous submissions)
 No - author will be able to overwrite this submission

☒ Record as final but release evaluation to author later
 Record as final and release evaluation to author now
 Immediately receive this evaluation report.

Buttons at the bottom: Cancel, Check Spelling, Save Draft, Preview, **Submit Evaluation Now**. Red arrows point to the 'Record as final but release evaluation to author later' option and the 'Submit Evaluation Now' button.

22. Another window will appear once you have clicked **Submit Evaluation Now**.
23. Select the next student to score and repeat steps 11 through 21.