

# NATIONAL COUNCIL OF TEACHERS OF ENGLISH

## Representative Examples of Assessments

**Note: The NCTE/NCATE Audit Committee has taken assessments that have been deemed at least “adequate” for meeting the standards cited by a program and, in some cases, “improved them,” to show programs a more substantive alignment between the assessments and the cited NCTE/NCATE Program Standards. It is important to note that in many cases we have also included specific notes about parts of the assessment to suggest further improvements or a different focus that might illustrate a closer alignment.**

### ASSESSMENT 1

#### **IMPORTANT NOTE:**

**This representative example is provided as a sample of how a program may present information for Assessment 1. Duplication of this sample does NOT guarantee any particular review outcome. These samples were last revised on April 25, 2008.**

Assessment 1 is required by NCATE; it is designed to provide the necessary data showing the performance of candidates on either a national licensure test such as PRAXIS II or a state licensure test (often created by National Evaluation Systems). NCATE has set the standard of an 80 percent pass rate for candidates in a program; if the passing rate falls below this level, the program could be denied National Recognition.

NCTE conducted an intensive study of the PRAXIS II tests in English and came to the conclusion that the tests were not well aligned with NCTE standards and therefore could not be considered reliable and valid indicators of candidate knowledge base. This study can be found at the following URL: <http://www.ncte.org/cee/ncate>. Nevertheless, programs must submit their PRAXIS II or comparable state test scores as a part of their program report; they must also provide an analysis of the test and data showing candidate performance.

Two examples of how such a presentation and analysis could be made appear in this section. Both programs have done an admirable job in trying to work with limited data and knowledge about the tests that their candidates are required to take. We hope readers will gain insight into both the issues related to these kinds of tests and also some of the ways that a program might choose to present its information and data for Assessment 1.

### **Representative Example 1**

#### **Section IV: Evidence for Meeting Standards**

**Assessment #1: Praxis II tests (Content Knowledge and Pedagogy) (Licensure Assessment):**

**English Language, Literature, and Composition: Content Knowledge Test (0041)**

**English Language, Literature, and Composition: Pedagogy (0043)**

**1. Description and Use of Assessment:** The State requires English Language Arts teacher candidates to pass both of the above Praxis II tests (with a score of 164 for 0041, and 155 for 0043) for licensure, and NCATE specifies their inclusion in this report as Assessment #1. Thus, we include them here. We believe that these two instruments partially measure content knowledge specified in program standards 3.1-3.5, but concur with NCTE’s identification of significant inadequacies in them in the areas of oral and visual literacy, non-print media, technology, research

theory, and literature by young adult authors, authors of color, and women authors. Further, the tests' split of literature and writing study does not reflect best practices in practical pedagogy, a majority of multiple choice questions which require no more than recall and recognition, and responses to student writing do not align with prompts and scoring rubrics. While we require passing scores on Praxis II tests for program completion, and use data from candidates' Praxis II scores for program improvement, we have specifically addressed the inadequacies above by designing two new, additional assessments, first implemented in 2006-2007, which are completed by candidates in the first semester of their 100-day teaching internship, as part of their coursework in EDUC 411 Educational Methods in English. These are Assessment #6: Literature Lessons Resource File and Assessment #7: Language Lessons Resource File. Candidates are informed of the Praxis II requirement upon admission into the program and are reminded of it, and prepared for it, in two methods courses, EDUC 411 and EDUC 413, both of which provide opportunities for candidates to assess student writing and complete questions about the teaching of literature similar to those on the tests, along with tips for preparation and reference to the ETS Praxis website.

**2. Description of how the assessment specifically aligns with NCTE standards:** Sample Praxis II tests (0041 and 0043) and the findings of NCTE's Research Project on the Assessment of the Preparation of Teachers of English Language Arts (January 2001) ([http://www.ncte.org/library/files/Programs/Teacher\\_Prep/NPEAT-FinalReport.pdf](http://www.ncte.org/library/files/Programs/Teacher_Prep/NPEAT-FinalReport.pdf)) indicate a partial alignment of test items with NCTE program standards of Language and Linguistics (3.1), of Composition and Rhetoric (3.2, 3.4), and Reading and Understanding Text (3.5), as well as a partial addressing of INTASC Standard I and Institutional Program Outcome 1. The alignment of these tests with NCTE standards of pedagogy is otherwise inconclusive and thus other assessments have been developed to meet these standards.

**3. Brief Analysis of data findings:** ETS reports indicate that the scores of our program completers in English Language Arts consistently meet or exceed state averages (see Attachment A).

**4. Interpretation of data as evidence of standards met:** To the extent that the Praxis II tests identified above meet NCTE program standards 3.1-3.5, the program completers in English Language Arts do meet these standards. Despite the evidence of mastery of English Language Arts pedagogy by program completers indicated by the Praxis II test data, greater evidence is needed from other assessments to indicate the meeting of NCTE program standards 4.1-4.10.

**Section IV: Evidence for Meeting Standards**  
**Assessment #1: Praxis II (Licensure Assessment):**  
**Attachment A: Scores on State Licensure Tests: Praxis II 0041 and 0043**

**Table 1.1: Pass Rates on State Licensure Tests: Praxis II 0041 and 0043 and Comparison with Statewide Pass Rates (source: ETS Title II Reports)**

State Minimum Pass Scores:

English Language, Literature, and Composition: Content Knowledge Test (0041) = 164

English Language, Literature, and Composition: Pedagogy (0043) = 155

	# of Passing Scores/ # of Test-Takers	Percentage of Passing Scores	Statewide Pass Rate	Comparison
2006-2007				
Test 0041: English Lang., Literature, & Comp: Content Knowledge Test	2/2	100%	98%	+2%
Test 0043: English Lang., Literature, & Composition: Pedagogy	2/2	100%	90%	+11%
2007-2008				
Test 0041: English Lang., Literature, & Comp: Content Knowledge Test	1/1	100%	Not available in 2007 (fewer than 5)	n/a
Test 0043: English Lang., Literature, & Composition: Pedagogy	1/1	100%	Not available in 2007 (fewer than 5)	n/a

**Table 1.2: Comparison of Mean Scores on Praxis II 0041 and 0043 of Program Completers to State Minimum Scores (source: ETS Title II Reports)**

	Mean Program Scores	State Minimum Score	Comparison
2006-2007 (n=2)			
Test 0041: English Lang., Literature, & Comp: Content Knowledge Test	180.5	164	+10%
Test 0043: English Lang., Literature, & Composition: Pedagogy	160	155	+3%
2007-2008 (n=1)			
Test 0041: English Lang., Literature, & Comp: Content Knowledge Test	193	164	+17.7%
Test 0043: English Lang., Literature, & Composition: Pedagogy	170	155	+9.7%

**Table 1.3: Comparison of Percent of Correct Responses on Praxis II 0041 and 0043 by Program Percent of Correct Responses Statewide, by Subtest (source: ETS Title II Reports)**

Test/Category	Program Average % Correct	State Average Performance Range (50% of examinees)*	Comparison
2006-2007 (n=2)			
0041: Reading and Understanding Text	73.8%	62.1% - 80.3%	within state average
0041: Language and Linguistics	82.1%	53.8% - 76.9%	6.8% above top of state average
0041: Composition and Rhetoric	87.1%	70% - 87.1%	at top edge of state average
0043: Teaching Literature	70.8%	50% - 83.3%	within state average
0043: Responding to Student Writing	87.5%	58.3% - 83.3%	5% above top of state average
2007-2008 (n=1)			
0041: Reading and Understanding Text	80.3%	Not available in 2007 (fewer than 5)	n/a
0041: Language and Linguistics	75.0%	Not available in 2007 (fewer than 5)	n/a
0041: Composition and Rhetoric	97.1%	Not available in 2007 (fewer than 5)	n/a
0043: Teaching Literature	91.7%	Not available in 2007 (fewer than 5)	n/a
0043: Responding to		Not available in 2007	

Student Writing	66.7%	(fewer than 5)	n/a
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\* The state does not report mean scores on Subtests

### Representative Example 2

## **SECTION IV**

### **Assessment 1: STATE CONTENT SPECIALTY TEST**

#### **1. Description of the assessment and its use in the program**

The *English Language Arts Content Test* (*English* hereafter) is one of the licensure tests developed by the State to specifically assess content knowledge for teacher candidates specializing in secondary English. While this test is not required to obtain Initial certification, all English teacher candidates in the state are required to pass this test before they can be granted Professional Certification. Since our teacher preparation programs are intended to prepare candidates for Professional Certification and do not include content courses in English, since Fall 2006 we have requested all our English teacher candidates to take and pass this test as a graduation requirement – so that we can have yet another way to verify their content knowledge before recommending them for certification (i.e., no English teacher candidate admitted after November 2006 can graduate from our program nor be recommended for teaching certification unless they pass this state-wide exam).

This licensure exam is essentially a standardized multiple choice test (with the exception of the last section requiring written answers), whose items change every time the exam is offered (although drawn by the same extensive test data-bank). The test was designed to measure content knowledge in the English language arts consistent with the State and NCTE standards, and is organized in six sub-areas, each addressing specific content areas within the English language arts. While the test itself nor its rubrics are available for review, the State Education Department’s website provides quite detailed information about the format as well as the content covered in each sub-area of the test. We have included key excerpts of this text in *Attachment A* to give a sense of the depth and breadth of this exam.

#### **2. Alignment with NCTE standards and indicators**

The information provided by the state about the content covered in each sub-section of this test enabled us to identify with some degree of accuracy the NCTE standards addressed by each main area of the test – as summarized in the table below and reported in more detail in the table included in *Attachment A*.

<b><i>Sub- area</i></b>	<b><i>English section:</i></b>	<b><i>Related NCTE standards:</i></b>
<b>I</b>	<b>Listening and Speaking</b>	<b>3.1, 3.2, 3.6</b>
<b>II</b>	<b>Writing</b>	<b>3.2, 3.4, 3.6</b>
<b>III</b>	<b>Reading</b>	<b>3.3</b>
<b>IV</b>	<b>Fundamentals of Literature (<i>multiple choice</i>)</b>	<b>3.1, 3.5 (3.5.1-3.5.4)</b>
<b>V</b>	<b>Language and Literature</b>	<b>3.1, 3.5 (3.5.1-3.5.2), 3.6</b>

<b>VI</b>	<b>Fundamentals of Literature <i>(written responses)</i></b>	
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As shown by this table, when taken as a whole, scores in the various sub-areas of the English Test are a good proxy for assessing our candidates' knowledge with respect to NCTE Standards #3.1-3.6, although it will not be possible from those "global" scores to verify which indicators within a specific standard are met.

### **3. Data findings**

*NOTE: Candidates need to achieve a total score of at least 220 in order to pass this test. Maximum points awarded in each sub-area is 300; candidates may pass the test even if they do not score a minimum of 220 in each sub-area, as long as their total score is 220 or more.*

The results reported in *Attachment C* represent the total scores as well as the scores obtained in each sub-area for candidates who took this test over the past three academic years (i.e., 2004-05, 2005-06, 2006-07). We have reported aggregated data over the 3 years, as well as for each of the three years. Given the small number of candidates and the additional information that could be gathered from this data, we have also reported individual scores while maintaining the candidates' anonymity.

17 English teacher candidates from our program took the English Test. All but one of them passed t at their first attempt (94% passing rate – higher than the state average for the one year of data for which we have this information). Even more significant, their average total score was 249 – representing 29 points more than the minimum passing score of 220. It is also worth noting the high percentage of our candidate scoring a perfect 300 in some sub-area (18% in listening & speaking; 6% in reading; 18% in writing; 6% in fundamentals of literature; 6% in language and literature), which is indicative of the strong content background of at least some of our candidates.

### **4. Data interpretation**

Candidates' passing rate and scores in this exam, when combined with the close alignment of this test to NCTE standards 3.1-3.6 (as indicated above), show that our candidates have a solid content knowledge in all the key content areas identified in the NCTE standards for English teacher candidates – despite the fact that our candidates do not take additional English courses as part of our teacher preparation program.

**Looking at the average as well as individual scores in the various sub-sections, the results in this test also point out that overall our candidates are stronger in listening & speaking and writing than in the other sub-areas. The low scores in the written section of the test are of some concern and have suggested the need to provide some additional training on the skills covered in this subarea of the test in the first English methods course in the future.**

Assessment #1: STATE LICENSURE TEST –  
ENGLISH CONTENT TEST

**Attachment A: Information on assessment tool**

Since these are state licensure exams, we cannot include the actual assessment tools used in Assessment 1, nor its scoring rubrics. Instead, to help reviewers better understand what kind of content knowledge these tests measure, we have reproduced here selected information about the purposes, content and structure of this specific test, as provided on the state webpage. Please note that we have added the column with the SPA standards/indicators corresponding to each sub-section of the text, as this information was not available on the website.

***NOTE: Because this is a standardized licensure test, rubrics are not available and therefore we have not included any Attachment B for this assessment***

Since this is a standardized state test, we could not include a copy of the assessment tool. However, the state has provided detailed information about the goals, structure and content of this test on its website.

The following description applies to all licensure tests:

*“The State Teacher Certification Examinations are criterion referenced and objective based. A criterion-referenced test is designed to measure a candidate’s knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. The explicit purpose of these tests is to help identify for certification those candidates who have demonstrated the appropriate level of knowledge and skills that are important for performing the responsibilities of a teacher in State public schools.*

*Each test is designed to measure areas of knowledge called subareas. Within each subarea, statements of important knowledge and skills, called objectives, define the content of the test. The test objectives were developed for the State Teacher Certification Examinations in conjunction with committees of State educators.*

*Test questions matched to the objectives were developed using, in part, textbooks; State learning standards and curriculum guides; teacher education curricula; and certification standards. The test questions were developed in consultation with committees of State teachers, teacher educators, and other content and assessment specialists.*

*An individual’s performance on a test is evaluated against an established standard. The passing score for each test is established by the State Commissioner of Education based on the professional judgments and recommendations of State teachers. Examinees who do not pass a test may retake it at any of the subsequently scheduled test administrations.”*

Currently, the passing score for this test is 220; candidates’ scores are provided for both the test as a whole and each subarea.

Goals, structure and contents specific to the “English Content Test,” are further identified as follows:

*“The purpose of the English Content Test is to assess knowledge and skills in the following six subareas:*

*Subarea I. Listening and Speaking*

*Subarea II. Writing*

*Subarea III. Reading*

*Subarea IV. Fundamentals of Literature*

*Subarea V. Language and Literature*

*Subarea VI. Constructed Response Assignment: Fundamentals of Literature The test contains approximately 90 multiple-choice test questions and one constructed-response (written) assignment... [A]pproximate percentage of the test corresponding to each subarea.*

*Subarea I. 14%*

*Subarea II. 22%*

*Subarea III. 14%*

*Subarea IV. 22%*

*Subarea V. 18%*

*Subarea VI. 10% ”*

In the table that follows, we have reported the specific objectives addressed by each subarea of the test (as reported in the state website) and their alignment with the NCTE standards/indicators (derived from our own analysis of the examples and sample questions provided on their website).

**Learning objectives covered in this test and their alignment with the NCTE standards and indicators**

**NCTE Note: The matrix that follows would be more appropriate if the NCTE Standards and their indicators were aligned to the state objectives more precisely rather than just listed in the right hand column. This would involve aligning the examples given by the state with their related NCTE Standards and indicators.**

Test section	Specific objectives assessed by each section of the State licensure exam (as identified in the state website):	Related NCTE standards & indicators:
	<b>English , sub-area I – Listening and Speaking</b>	
0001	<p><i>Understand listening and speaking for information and understanding</i> For example: • Analyzing techniques for selecting and organizing information for oral presentations • Recognizing factors affecting a listener’s ability to understand spoken language in different contexts • Distinguishing styles of language and levels of usage (e.g., slang, informal and formal language, jargon, technical language, world English[es], regionalisms) • Determining styles of languages appropriate to diverse purposes, content, audiences, and occasions • Recognizing that information may be communicated through the rate and volume of speech • Evaluating visual aids and technologies for use in an oral presentation • Interpreting and analyzing information presented in films, news broadcasts, lectures, and live performances.</p>	3.1.2 3.2.1 3.2.3 3.2.4 3.2.5 3.6.1 3.6.2
0002	<p><i>Understand listening and speaking for literary response and expression, personal appreciation, and entertainment</i> For example: • Recognizing how oral presentations for the purpose of literary response make reference both to elements in the text and to the students’ prior knowledge and personal experience • Analyzing the uses of oral presentations to offer literary interpretations that explicate multiple layers of meaning • Recognizing the different roles of voice, intonation patterns, pacing, and emphasis in oral presentations of stories, poetry, and drama • Judging the effectiveness of given details or examples for making a presentation or a performance more interesting or appealing • Selecting appropriate technological applications and tools for oral presentations related to literature.</p>	3.1.2 3.2.2 3.2.3 3.2.4 3.6.3

0003	<p><i>Understand listening and speaking for critical analysis, evaluation, and persuasion</i> For example: • Evaluating strategies of organization and delivery in relation to given content, audience, purpose, and occasion • Recognizing fallacies in logic • Analyzing the role of critical-thinking skills (e.g., selecting and evaluating supporting data, evaluating a speaker’s point of view, distinguishing fact from opinion, recognizing bias) in effective listening and speaking • Recognizing the role of body language, gestures, and visual aids in communicating a point of view in various cultures • Identifying and assessing options for using technology in oral presentations involving critical analysis, evaluation, and persuasion</p>	3.1.2 3.1.3 3.1.4 3.2.1 3.2.2 3.2.3 3.2.4 3.2.5
0004	<p><i>Understand listening and speaking for social interaction in a variety of formal and informal situations</i> For example: • Recognizing language conventions for different social situations (e.g., informal conversations, job interviews, workplace interactions) • Analyzing elements of effective listening and speaking in conversation (e.g., using appropriate language, providing verbal and nonverbal responses to the speaker, allowing “wait time” for questions) analyzing techniques of effective listening and speaking in small- and large-group situations (e.g., paraphrasing to clarify, monitoring reactions by interpreting nonverbal cues) • Applying knowledge of techniques for engaging in conversations and discussions on academic, technical, and community an social issues and concerns • Applying knowledge of listening and speaking in debates and panel discussions • Recognizing elements of effective listening and speaking in situations involving people of different ages, genders, cultures, and other personal characteristics • Applying knowledge of listening and speaking to communicate and model regard for the individual and respect for cultural differences</p>	3.1.2 3.1.3 3.1.4 3.2.2

	<b>English, sub-area II –Writing</b>	
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0005	<p><i>Understand processes for generating and developing written texts</i></p> <p>For example: • Applying strategies for generating ideas before writing (e.g., brainstorming, clustering, and other graphic organizers) • Identifying techniques for taking notes and developing drafts • Evaluating the appropriateness of given details for supporting the development of a main point • Eliminating distracting details that interfere with the development of a main point • Solving problems related to introductions, conclusions, and text organization • Applying knowledge of the uses of technology to produce written texts and multimedia works • Demonstrating awareness of personal bias when developing written texts</p>	3.4.1 3.2.3 3.6.2 3.6.3
0006	<p><i>Understand how to revise and edit written texts to achieve clarity and economy of expression and conformity to conventions of standard English usage</i></p> <p>For example: • Revising sentences to eliminate wordiness, lack of clarity, redundancy, clichés, and run-on sentences • Revising sentences and passages to subordinate ideas, maintain parallel form, and keep related ideas together • Revising sentences to eliminate misplaced or dangling modifiers, eliminate sentence fragments, and correct misspellings, including the spelling of common homonyms (e.g., its/it’s, their/there/they’re) • Revising nonstandard capitalization and punctuation • Applying appropriate conventions for documenting primary and secondary sources • Recognizing the uses of word-processing technologies to revise texts • Recognizing strategies for self-editing and peer editing</p>	3.4.1 3.2.5
0007	<p><i>Understand writing for information and understanding</i></p> <p>For example: • Evaluating the appropriateness of language for various audiences and purposes • Evaluating alternative thesis statements or organizational patterns for a formal essay or a research paper on a given topic • Applying knowledge of writing techniques and styles used in journalism (e.g., inverted pyramid) • Evaluating the appropriateness of language and formats for various products of expository writing (e.g., business letter of complaint, news article, formal essay) • Applying knowledge of objective vs. subjective points of view (e.g., news stories vs. editorials) • Revising drafts to improve their effectiveness • Applying knowledge of strategies for incorporating information from charts, graphs, and tables into expository writing</p>	3.2.3 3.2.4 3.4.1 3.4.2

0008	<p><i>Understand writing for literary response and expression</i> For example: • Evaluating the appropriateness of language for various audiences and purposes • Applying strategies for writing a response to a literary selection by referring to the text, to other works, and to personal experience • Applying strategies for writing an analysis of an author’s use of literary elements (e.g., plot, characters, setting, theme, point of view) • Analyzing written interpretations that explicate multiple layers of meaning in literary texts • Demonstrating knowledge of techniques for writing a variety of original imaginative works (e.g., stories, poems, plays) that observe conventions of genre and use inventive language and text structures • Demonstrating awareness of voice in writing for literary response and expression</p>	3.2.3 3.2.4 3.4.1 3.4.2
0009	<p><i>Understand writing for critical analysis, evaluation, and persuasion</i> For example: • Evaluating the appropriateness of language for various audiences and purposes • Analyzing the organization of an editorial or argumentative essay on a given topic • Distinguishing reasons, examples, or details that support a given argument or opinion • Identifying and analyzing techniques for expressing point of view and avoiding bias in persuasive writing • Recognizing how to use transitions to enhance the clarity of a line of argument • Analyzing fallacies in logic and other forms of weak reasoning in a piece of persuasive writing • Demonstrating awareness of voice in writing for critical analysis, evaluation, and persuasion</p>	3.2.1 3.2.2 3.2.3 3.2.4 3.2.5 3.4.1
0010	<p><i>Understand writing for personal expression and social interaction</i> For example: • Demonstrating awareness of connotation and figurative meaning in selecting language for a given expressive purpose • Analyzing problems relating to the effectiveness of narrative or descriptive materials and identifying appropriate revisions • Applying strategies for using a variety of print and electronic formats for social communication (e.g., social notes, letters, e-mail) • Demonstrating awareness of voice in writing for personal expression and social interaction (e.g., in personal narratives, journals) • Demonstrating awareness of techniques to expand text with appropriate details</p>	3.2.1 3.2.2 3.2.3 3.2.4

	<b>English, sub-area III –Reading</b>	
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0011	<p><i>Understand the use of reading comprehension strategies</i> For example: • Recognizing how to vary reading strategies for different texts and purposes (e.g., skimming, scanning, in-depth reading, rereading) • Demonstrating knowledge of strategies to use before and after reading to enhance comprehension (e.g., developing background knowledge, previewing the text, using text features such as bold print and headings, making predictions about a text, using K-W-L charts and other graphic organizers, taking notes, outlining, discussing) • Recognizing methods for monitoring comprehension while reading (e.g., recalling prior knowledge related to a topic, think alouds, self-questioning strategies) • Demonstrating knowledge of techniques for identifying and using common text structures (e.g., cause/effect, comparison/contrast, problem/solution) to improve comprehension • Recognizing how to trace an idea through a passage by identifying patterns of repeated words and phrases (e.g., key words and their synonyms, transitional words and phrases) • Demonstrating knowledge of the ways in which proficient readers use word identification strategies (e.g., knowledge of roots, affixes, and cognates) to improve comprehension by analyzing the denotative and connotative meanings of words in given contexts</p>	3.3.2 3.3.3
0012	<p><i>Understand reading for information and understanding</i> For example: • Demonstrating the ability to gather, synthesize, and evaluate information from a variety of printed texts and electronic sources • Identifying and applying distinctions between general statements and specific detail • Applying inferential comprehension skills to draw conclusions from a given passage and interpret implied information (e.g., causal relations) in a given passage • Demonstrating an understanding of techniques for summarizing or paraphrasing a given passage • Analyzing information from texts containing tables, charts, graphs, maps, and other illustrations</p>	3.3.1 3.3.2
0013	<p><i>Understand reading for literary response, personal enjoyment, and social interaction</i> For example: • Analyzing the use of language elements to develop plot, portray character, describe setting, or create a mood in a given passage • Analyzing an author’s use of ambiguity, connotation, or symbolism in language to convey such effects as ironic undertones, sensory impressions, or emotions • Interpreting the use of such techniques as rhythm, rhyme, diction, or imagery to evoke a response in the reader • Modeling the lifelong value of reading independently for enjoyment and the benefits of participating in a community of readers</p>	3.3.1 3.3.2 3.3.3

0014	<i>Understand reading for critical analysis and evaluation.</i> For example: • Distinguishing opinion from fact, conclusion, or inference in a passage • Judging the accuracy, relevance, importance, or sufficiency of facts in a writer’s argument • Recognizing the deliberate omission of facts in an argument • Assessing the credibility or objectivity from print and electronic sources • Determining how the author uses tone and style to present a particular point of view • Recognizing fallacies in logic	3.3.1 3.3.3
<b>English, sub-area IV –Fundamentals of Literature</b>		
0015	<i>Understand the historical, social, and cultural aspects of literature, including the ways in which literary works and movements both reflect and shape culture and history</i> For example: • Applying knowledge of the characteristics and significance of mythology and folk literature of a variety of cultures • Analyzing the expression of values and ideas (including regional, cultural, ethnic, historical) through literature • Analyzing the role of diverse authors in influencing public opinion about and understanding of social issues • Applying criteria for evaluating literary merit based on an understanding of genre, literary elements, and literary period and tradition • Demonstrating awareness of the issue of censorship in relation to literature provided for, or selected by, adolescent readers • Interpreting a literary passage from a given critical perspective	3.1.3 3.5.1 3.5.2 3.5.4

0016	<i>Understand the characteristic features of various genres of fiction, including drama</i> For example: • Analyzing elements of fiction (e.g., plot, character, setting, theme, point of view) in passage context • Comparing the characteristics of types of fictional narratives (e.g., fable, folk legend, fantasy, realistic novel) • Identifying types of drama (e.g., comedy, tragedy) and applying knowledge of dramatic structure (e.g., introduction, rising action, climax, falling action, conclusion) and common dramatic devices (e.g., irony, suspense, soliloquy, aside) • Recognizing the challenges of interpreting a dramatic text when the text is read rather than performed	3.5.2
0017	<i>Understand the characteristic features of various types of nonfiction</i> For example: • Comparing and contrasting characteristics of various types of nonfiction (e.g., biographies, autobiographies, essays, journals, letters, memoirs, informational books and articles, newspaper accounts of events) • Comparing and contrasting characteristics of fiction and nonfiction • Analyzing the author’s point of view, tone, and style in nonfiction works • Analyzing the use of common patterns of organization in nonfiction works of various types • Applying knowledge of criteria for evaluating nonfiction (e.g., point of view, objectivity, subjectivity, bias)	3.5.2

0018	<p><i>Understand the characteristic features of various forms of poetry</i>  For example: • Analyzing the relationship between the form and meaning of a poetic tract • Applying knowledge of formal rhyme schemes and other poetic techniques related to the sound of words (e.g., slant rhyme, alliteration, assonance, onomatopoeia) • Demonstrating knowledge of poetic meter and stanza structures • Analyzing the use of imagery, symbolism, allusion, and figurative language in poetic texts • Analyzing the formal characteristics and distinctive content of narrative poetry • Analyzing various types of patterned lyric poetry (e.g., sonnet, limerick, cinquain, haiku)</p>	3.5.2
0019	<p><i>Understand literature written for adolescents</i> For example: • Demonstrating knowledge of traditional and contemporary literature for adolescents • Recognizing how major genres and topics in adolescent literature (e.g., contemporary problem novels, coming-of-age stories, biographies, science fiction/fantasy) may reflect issues of adolescent development • Analyzing issues of culture, gender, ethnicity, and other personal characteristics reflected in adolescent literature • Demonstrating knowledge of criteria for selecting and evaluating print and nonprint texts for adolescents • Analyzing the themes of works targeted for adolescents</p>	3.5.3

	<p><b>English, sub-area V –Language and Literature A.  Language</b></p>	
0020	<p><i>Understand the historical, social, cultural, and technological influences shaping English</i> For example: • Demonstrating an understanding that language undergoes constant change • Recognizing the significance of historical events that have influenced the development of English (e.g., the Norman Conquest, the exchanges between indigenous peoples and Europeans during the European colonization of Africa, Asia, Australia, and North America) • Relating English words, derivatives, and borrowings, including slang terms, to their origins in other languages • Analyzing regional and social variations in language in the United States • Evaluating the use of jargon in various fields • Analyzing language associated with print and electronic media</p>	3.1.5 3.1.4 3.1.3 3.6.1 3.6.2

0021	<p><i>Understand fundamental concepts relating to the structure, acquisition, use, and analysis of language</i> For example: • Distinguishing structural features of languages (i.e., phonological, morphological, syntactic, semantic) • Recognizing typical patterns and individual differences in the language development of children, adolescents, and second-language learners • Applying knowledge of a variety of word-identification strategies (e.g., analysis of roots, affixes, and cognates) • Recognizing the role of context cues in verifying the correct meaning and pronunciation of words in connected text • Identifying strategies for mastering high-frequency, irregular sight words</p>	3.1.1 3.1.7 3.1.6
<p><b>English, sub-area VI – Language and Literature B. History of Literature</b></p>		
0022	<p><i>Understand significant themes, characteristics, trends, writers, and works in American literature from the colonial period to the present, including the literary contributions of women, members of ethnic minorities, and figures identified with particular regions</i> For example: • Analyzing the significance of major writers (e.g., Anne Bradstreet), works (e.g., <i>Walden</i>, <i>Narrative of the Life of Frederick Douglass</i>) and movements (e.g., realism, imagism) to the development of American literature • Analyzing changes in literary form and style in American literature of the colonial, nineteenth-century, modern, and contemporary periods • Analyzing passages that illustrate major thematic concerns and stylistic and formal characteristics associated with significant American prose writers (e.g., Herman Melville, Willa Cather, Richard Wright, Maxine Hong Kingston) and poets (e.g., Walt Whitman, Emily Dickinson, Gwendolyn Brooks, Leslie Marmon Silko) • Analyzing the literary responses of American writers to social conditions and major historical and religious movements and events (e.g., regional subcultures, slavery, civil rights movements, the Vietnam War, immigration), as exemplified in given passages</p>	3.5.1 3.5.2

0023	<p><i>Understand major themes, characteristics, trends, writers, and works in British and Irish literature</i> For example: • Analyzing the significance of writers (e.g., Chaucer, Shakespeare, Wordsworth, Joyce, Yeats), works (e.g., <i>Paradise Lost</i>, <i>Wuthering Heights</i>, <i>Pygmalion</i>), and movements (e.g., metaphysical poetry, the “kitchen sink” school) to the development of British literature from the Anglo-Saxon period to the present • Analyzing passages that illustrate significant themes (e.g., the ideal of the warrior-hero, the conventions of courtly love) and genres (e.g., the morality play, the Elizabethan sonnet) in British literature from the Anglo-Saxon period, the Middle Ages, and the Renaissance • Analyzing passages that illustrate significant themes and characteristics of major British and Irish literary works of the Enlightenment, the romantic and Victorian periods, and the twentieth century (e.g., the satires of Swift, the odes of Keats, the fiction of Woolf, the drama of Beckett) • Recognizing classical archetypes in cross-cultural literary selections • Relating given passages to major historical events and cultural movements that influenced the development of British literature (e.g., the reign of Elizabeth I, the Industrial Revolution, World War I, the dissolution of the empire)</p>	3.5.1 3.5.2
0024	<p><i>Understand the literatures of Asia, Africa, continental Europe, Latin America, and the Caribbean, including major themes, characteristics, trends, writers, and works</i> For example: • Distinguishing major literary forms, works, and writers of ancient civilizations (e.g., epic, pastoral ode, the Upanishads, Virgil) and their characteristics • Recognizing major literary forms, works, writers, and characteristics of world literature written before the modern period in languages other than English (e.g., T’ang poetry, romance, <i>Don Quixote</i>, Murasaki Shikibu, Tolstoy) Recognizing major forms, works, writers, and characteristics of modern and contemporary literature written in English outside Great Britain and the United States (e.g., the fiction of Stead and of Gordimer, the drama of Soyinka, the poetry of Walcott). Recognizing major forms, writers, works, and characteristics of modern and contemporary world literature in languages other than English (e.g., the plays of Brecht, the fiction of Colette and of García Márquez). Demonstrating awareness of the ways in which world literature reflects cultural characteristics</p>	3.5.1 3.5.2



			1	7/17/2004	P	239	262	254	281	254	186	180
			1	7/17/2004	P	262	281	289	300	266	229	180
			1	10/23/2004	P	221	205	254	224	220	214	180
			1	12/18/2004	P	287	260	300	280	276	300	300
			1	5/14/2005	P	221	205	243	186	231	200	260
<b>Aggregate:</b>			<b>5</b>		<b>5</b>	<b>246</b>	<b>243</b>	<b>268</b>	<b>254</b>	<b>249</b>	<b>226</b>	<b>220</b>
<b>2005-06</b>												
			1	8/20/2005	P	261	281	266	262	243	286	220
			1	8/20/2005	P	286	281	300	281	289	286	260
			1	4/8/2006	P	263	281	266	243	266	257	260
			1	4/8/2006	P	242	262	254	224	220	243	260
			1	6/10/2006	P	235	280	241	280	205	226	180
<b>Aggregate:</b>			<b>5</b>		<b>5</b>	<b>257</b>	<b>277</b>	<b>265</b>	<b>258</b>	<b>245</b>	<b>260</b>	<b>236</b>
<b>2006-07</b>												
			1	7/22/2006	P	271	282	267	263	267	286	260
			1	2/24/2007	P	244	300	253	280	253	211	140
			1	2/24/2007	P	257	280	264	280	229	226	300
			1	2/24/2007	P	253	300	253	260	253	256	180
			1	2/24/2007	P	241	280	264	280	193	226	220
			1	6/9/2007	F	212	300	231	186	231	157	140
			1	6/9/2007	P	241	262	300	186	300	200	100
<b>Aggregate:</b>			<b>7</b>		<b>6</b>	<b>246</b>	<b>286</b>	<b>262</b>	<b>248</b>	<b>247</b>	<b>223</b>	<b>191</b>
<b>2004-07</b>												
<b>Aggregate:</b>			<b>17</b>		<b>16</b>	<b>249</b>	<b>271</b>	<b>265</b>	<b>253</b>	<b>247</b>	<b>235</b>	<b>213</b>

## ASSESSMENT 2

### **IMPORTANT NOTE:**

**This representative example is provided as a sample of how a program may present information for Assessment 2. Duplication of this sample does NOT guarantee any particular review outcome. These samples were last revised on April 25, 2008.**

Assessment 2 is a required assessment of content knowledge in the English language arts program. NCTE/NCATE Program Standards addressed in this assessment could include but are not limited to Standards 3.1–3.7. Examples of assessments could include comprehensive examinations, GPAs or grades tied to assignments within the prescribed course of study, special projects, portfolio tasks, and/or other tasks within a course or cluster of courses. If the program chooses to use grades as evidence, the program report must describe how the content that the candidates have studied aligns with NCTE/NCATE Program Standards and at what level of performance the grades meet those standards. Programs should not claim that an acceptable overall grade for a course in which an important performance task is embedded is sufficient to verify that the performance on the task is acceptable. A number of programs select key representative performance tasks within required content courses with appropriate rubrics and build a composite picture of candidate performance related to content standards; still other programs may choose to do a similar assessment but require students to build a portfolio that contains key artifacts that either the candidates and/or the faculty consider representative and then provide an overall assessment, taking care, once again, to indicate specifically what standards are addressed and how.

### **Assessment 2: Content – English Senior Project**

**Description** The Senior Project is a capstone experience for all majors. It is a graduation requirement of the University. The English Senior Project is a clearly defined combination of essay and portfolio measuring learning outcomes for students with English majors. Students generally enroll for the Senior Project during their final semester. This may vary depending on when the student has his/her Professional Semester. Students choose a mentor with whom to work, and they meet several times during the semester to review drafts and stages of the project. A description of the English Senior Project is attached. Also attached are the rubrics for the Reading and Writing sections. The third section does not currently have a separate rubric: it is expected to be an application in some form of the student's learning in the Reading and Writing sections. This rubric is a work in progress and gets tweaked yearly as faculty members talk about their experiences mentoring the Senior Project. However usage is consistent enough to allow this version to serve as the standard.

**Alignment** The English Senior Project is a content assessment. It aligns with NCTE Standards 3.0: Knowledge of English Language Arts. A table is attached that shows the alignment of the English Senior Project Rubric with NCTE standards. The English Senior Project was designed with state Board of Education standards in mind so the correlation with NCTE standards is high.

**Data Findings** Attached is a table showing projects completed in the three-year time frame by English education students, and the grades students received for each. Since students are mentored, one-on-one, through this project, they generally do well. Students must receive a C- or better to meet the Senior Project Requirement of the University. Secondary teaching candidates do significantly better, but there are fewer of them.

## English Major – Senior Project

The Senior Project will consist of three related parts, two of them corresponding to major areas of the department's objectives and one related to the development of a professional sense of the discipline. Together they offer a portrait of a student completing an English major at the university.

### 1. **The student as informed and critical reader: (to be compiled before the senior year begins)**

The student will develop a list of approximately twenty major works of literature that the student considers central to his or her development as a reader. While the make-up of the list is personal, the student should strive for a range of genre, period, and origin. In compiling the list the student will consult with his or her senior project mentor, who may want to suggest modifications to the list.

Along with the list, the student will submit a substantial essay explaining the choices. This essay will reflect on the strategies of reading and interpretation involved in the student's active engagement with the texts on the list. Although the essay should treat each of the works the list (some more, some less thoroughly), it should be organized around different strategies of interpretation and response, rather than simply as a series of twenty short essays each on an individual work.

Ordinarily the student should begin to construct his or her list some time in the second semester of the junior year (or approximately one year before the project is scheduled for completion.). At this time the student should consult with the project mentor and devise a plan for any additional reading or rereading that might need to take place over the summer.

### 2. **The student as effective writer**

The student will compile a portfolio of approximately ten varied writing samples previously evaluated by different readers. These successful communication vehicles should reflect a variety of kinds, lengths, and occasions. At least one selection should be from a course outside the English department.

Along with the portfolio, the student will submit a substantial essay/inventory of himself/herself as a writer. This reflective profile will identify the student's preferences, strengths, deficiencies, difficulties, and rewards as a writer. In this essay, the student will also indicate strategies that are useful in meeting the challenges posed by the writing process.

### 3. **The student as a professional**

- A. A student could choose to study a particular poet, author or playwright in depth.
- B. A student could choose to develop a substantial teaching unit.\*
- C. A student could choose to develop a professional model for the business world.

\*Students in the Education program must choose this option.

**Rubric for Evaluating the English Senior Project  
Part One: Reading**

<b>Outcome</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Weak or Missing</b>
Recognize variation in language choices and the purposes which these variations serve	<i>The writer responds directly to language itself as the basis of literature's meaning and pleasure, and can talk about the features of language play.</i>	<i>The writer talks about language at the level of word choice, syntax, or grammatical forms (non-standard, historical) as part of how she/he understands a text.</i>	<i>Language plays no role in the writer's discussion of literature.</i>
Uses a variety of methods for responding to a text	<i>The writer demonstrates multiple approaches to a single work with some sense of their validity.</i>	<i>The writer can do close reading of a text (plot, metaphor, tone), but uses other theoretical or disciplinary approaches.</i>	<i>The writer is limited to talking about story and character in relation to her/his own experience.</i>
Recognizes how the conventions of literary genres affect understanding	<i>The writer discriminates traditions within genres and how writers play with genre convention.</i>	<i>The writer discusses works from different genres and uses the conventions of the genre in some way to interpret them.</i>	<i>The writer's list of works includes different genres, but the concept of genre plays no role in his/her discussion of those works.</i>
Shows an awareness of historical and cultural context in reading works from different periods.	<i>The writer can discriminate and describe more than one literary period or movement, and that knowledge plays some role in his/her reading strategy.</i>	<i>The writer uses specific historical or cultural knowledge to understand a text.</i>	<i>The writer shows no awareness of how the historical or cultural context of a work affects its reading.</i>
Demonstrates familiarity with a representative body of English, American, Western, and non-Western texts	<i>The writer's discusses a variety of works, in English and in translation from a variety of traditions, ancient and modern, ethnic and mainstream.</i>	<i>The writer discusses representative works, mostly British and American, but including some from other traditions.</i>	<i>The writer's discussion is limited to works of one culture, or is exclusively within one body of work.</i>
Articulates the aesthetic, social, political, and religious grounds upon which his/her appreciation and evaluation of literature are based	<i>The writer's growth as a reader is shaped by an awareness of the interplay of aesthetic, political, and religious standards of value.</i>	<i>The writer can describe why she/he likes or dislikes particular works in relation to more than one standard of value.</i>	<i>The writer expresses likes and dislikes, but has a single standard of judgment, e.g. morality, shared experience, etc., or can't articulate any reason.</i>

**Rubric for Evaluating the English Senior Project  
Part II: Writing**

<b>Criteria</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Weak or Missing</b>
Demonstrates ability to use the conventions of standard written English;	<i>The writer varies sentence style in different papers, uses rhetorical devices (e.g. parallelism, repetition, metaphor) and can write striking or memorable sentences.</i>	<i>The writer produces sentences that are well formed and grammatically correct, if not particularly striking; little variety in sentence patterns.</i>	<i>The writer is satisfied with some grammatical or mechanical errors, shows little evidence of proofreading, and constructs awkwardly worded sentences.</i>
Describes a process for writing where the first draft is not the final draft;	<i>The writer is able to describe different writing processes used on different occasions; demonstrates rethinking as well as editorial revisions</i>	<i>The writer produces multiple drafts for most assignments; later drafts are improvements on earlier drafts (focused revision)</i>	<i>The writer does not describe his/her writing process and shows no evidence of revision or responds only to explicit corrections</i>
Shows evidence that he/she can use different writing strategies for different audiences and purposes;	<i>The writer demonstrates facility in a range of genres and has mastered the conventions of each.</i>	<i>The writer includes papers for different audiences and purposes and can talk about their differences.</i>	<i>The writer's papers sound pretty much alike regardless of audience or purpose.</i>
Shows evidence of effective use of research: can find information, evaluate sources of information, use information, and document information;	<i>The writer uses can use multiple sources of information, print and non-print, visual and electronic, interviews, experiments and surveys, etc., depending on audience and purpose. Sources are always cited and documented.</i>	<i>The writer can use library databases, can evaluate websites, distinguish quotation and paraphrase, and always cites and documents sources.</i>	<i>The writer's research relies mostly on websites. Sources are chunked into papers. Citation and documentation are sporadic and use self-invented forms.</i>
Describes experiences with peer review, collaboration, or other activities in which cooperative learning was a part of writing;	<i>The writer can demonstrate the role of feedback in improving his/her writing, can critique the writing of others, and describes writing in a group or collaborative context.</i>	<i>The writer talks about peer review as a beneficial experience and regularly seeks the help of others in drafts.</i>	<i>The writer neither seeks nor uses the responses of others to improve his/her writing.</i>
Demonstrates how reading, writing, speaking, listening, viewing, and thinking are interrelated.	<i>The writer uses writing as a first response to critical tasks.</i>	<i>The writer's discussion shows he/she takes some pleasure in the experience of writing.</i>	<i>The writer writes only for assignments.</i>

## Alignment of NCTE 3.0 with Assessment 2: English Senior Project

NCTE	Senior Project Rubric
<p>3.1 Candidate demonstrates knowledge of, and skills in the use of, the English language.</p> <p><b>NCTE Note: Each standard such as this one has a series of indicators that help to define the breadth and depth of the standard; any alignment must take these indicators into consideration; in this particular case, 3.1 has 7 indicators. See the full text of the NCTE standards, not the NCATE template, to understand this issue.</b></p>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Recognize variation in language choices and the purposes which these variations serve</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Demonstrates an ability to use the conventions of standard written English</li> </ul>
<p>3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.</p> <p><b>NCTE Note: The program appears to have a case for some alignment here; indicating the alignment by NCTE indicator would help reviewers see this alignment much more easily and quickly. Always work to make the report as reader accessible as possible.</b></p>	<p>Writing</p> <ul style="list-style-type: none"> <li>• Demonstrates how reading, writing, speaking, listening, viewing, and thinking are interrelated</li> </ul>
<p>3.3 Candidates demonstrate their knowledge of reading processes</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Uses a variety of methods for responding to a text</li> <li>• Recognizes how the conventions of literary genres affect understanding</li> <li>• Shows an awareness of historical and cultural context in reading works from different periods</li> <li>• Articulates the aesthetic, social, political, and religious grounds upon which his/her appreciation and evaluation of literature are based</li> </ul>
<p>3.4 Candidates demonstrate knowledge of different composing processes</p>	<p>Writing</p> <ul style="list-style-type: none"> <li>• Describes a process for writing where the first draft is not the final draft</li> <li>• Shows evidence that he/she can use different writing strategies for different audiences and purposes</li> <li>• Describes experiences with peer review, collaboration, or other activities in which cooperative learning was a part of writing</li> </ul>
<p>3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.</p> <p><b>NCTE Note: This standard has 4 indicators, at least two of which, 3.5.3 (young adult literature) and 3.5.4 (works of literary theory and criticism), do not seem to be represented in this alignment, the actual assignment, or the rubric.</b></p>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Demonstrates familiarity with a representative body of English, American, Western, and non-Western texts</li> </ul>

3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture	Writing <ul style="list-style-type: none"> <li>Shows evidence of effective use of research: can find information, evaluate sources of information, use information, and document information [the rubric specifies the use of print and nonprint forms in the quality descriptors]</li> </ul>
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Senior Projects Completed by Secondary English Majors

<i>Semester</i>	<i>Total Projects Completed</i>	<i>Average Grade</i>
Fall 2002-S2003	4	3.75
Fall 2003-S2004	0	0
Fall 2004-S2005	2	4.0

**NCTE Summary Note:** Overall, there seems to be a considerable amount of alignment present between the elements of this assessment and the NCTE Standards; the program could further strengthen its case by insuring that a cross-referencing is done throughout the chart, showing the specific examination outcomes that align with the appropriate NCTE Standard indicators. Doing this would help the program see what gaps, if any, may exist in the assessment. Also, such a review could forestall any sweeping generalizations about the assessment being "aligned with all NCTE content standards."

**Assessment 2 – Using and Documenting Course Grades as a Content Assessment**

**NCTE Note:** This assessment example is based on the protocol developed by NCATE and used by all the SPAs for content assessment. The complete protocol is available on the NCTE/NCATE Connection website: <http://www.ncte.org/cee/ncate/program>.

**Representative Example 2**

**B. S. Ed English Education**

**Assessment 2: Content Knowledge: Grades in required English content courses.**

**Part 1. Description of the Assessment.**

Candidates pursuing a B. S. Ed. in English Education must take 17 credits of English Education courses, 9 credits of required English courses, and 12 credits of required courses from four categories. These courses address the NCTE Standards for 3.0: Candidate Knowledge and the data for those course grades are discussed here. The required courses are ENG 308, ENG 321, ENG 335, ENG 406 and ENG 404 or 576. In addition, candidates must take at least three credits in the following categories and courses: American Literature: ENG 242 or 243; British Literature: ENG 231 or 232; Creative Writing: ENG 270, 271, or 272; Multiethnic Literature: ENG 245, 247, or 345. All English courses have a prerequisite of ENG 105: Critical Reading and Writing in the University Community or the equivalent. Additional assessments which occur in the English education courses also address content knowledge.

**British Literature:** ENG 231: British Literature to 1750. This course covers major authors and movements in literature of England from the Middle Ages to 1750. 90% of our students met minimum expectations for this course. ENG 232: British Literature After 1750: This course covers major authors and movements in the literature of England from 1750 to the present. 100% of candidates met minimum expectations for this course with the majority earning an A or B. Both courses address NCTE Standards 3.1 knowledge and skills in the use of the English language; 3.2 knowledge of the practices of oral, visual, and written literacy, and 3.5 knowledge of, and use, for

an extensive range of literature. Candidates are assessed on their performance on examinations and writing assignments. All candidates must take one of these courses.

**American Literature:** ENG 242: American Literature to 1865. This course addresses major authors and movements in literature of the United States from colonial times to 1865. ENG 243: American Literature 1865 – present. This course addresses major authors and movements in literature of the United States from 1865 to the present. Both courses address NCTE Standards 3.1 ELA knowledge and skills; 3.2 oral, visual, and written literacy; 3.3 knowledge of reading processes; and 3.5 knowledge of and use for an extensive range of literature. 100% of candidates met minimum expectations for both these courses. Candidates are assessed on their performance on examinations and a research project. All candidates must take one of these courses.

**Creative Writing:** ENG 270: Creative Writing/Fiction. This course offers beginning writers the opportunity to explore fiction writing and discover a personal creative process. ENG 271: Creative Writing/Poetry. This is a beginning course in poetry that emphasizes composition and revision of student poems. ENG 272: Creative Non-fiction. This course is an introductory workshop in creative nonfiction focusing on personal narratives. These courses address NCTE standard 3.1 ELA knowledge, 3.2 oral, written, and visual literacy; 3.3 reading processes, 3.4 composing processes and 3.5 knowledge of and use for an extensive range of literature. 100% of candidates met minimum expectations for these courses. Candidates are assessed on various writing projects and workshops. All candidates must take one of these courses.

**Multiethnic Literature:** ENG 245: Introduction to Multiethnic literature: This course surveys major authors, genres, movements in literature by African American, Asian American, Chicano/a, Latino/a, and Native American Writers. ENG 247: African American Literature: This course examines various works and genres of literature written by African Americans from the slavery era to the present. ENG 345: Topics in Multiethnic literature. This course covers topics which include African American, Asian American, Chicano/a, Latino/a, and Native American literature. These courses address NCTE Standard 3.1 ELA knowledge and skills, 3.2 oral, visual, and written literacies; 3.3 reading processes; 3.5 knowledge and use of an extensive range of literature; In addition, faculty members responsible for teaching ENG 245 and 345 indicate that the courses address Standards 3.7.1 research and theory in ELA. 100% of candidates met minimum expectations for both these courses. Candidates are assessed examinations and writing assignments. All candidates must take one of these courses.

**Shakespeare: ENG 335.** This course examines examples of Shakespearean tragedy, comedy, history, and romance. This course addresses NCTE Standard 3.1 ELA knowledge and skills; 3.2 oral, written, and visual literacy; 3.3 reading processes; 3.5 knowledge of and uses for an extensive range of literature, and 3.7.1 research and theory in ELA. 100% of candidates met minimum expectations for this course with the majority earning an A or B. Candidates are assessed through essay exams, reading quizzes, and a research paper. All candidates must take this course.

**Young Adult Literature:** Candidates take ENG 404: Seminar in Young Adult Literature or ENG 576: Literature for Adolescents. These courses cover theories and practice behind the use of young adult literature in the secondary classroom. These courses address NCTE Standard 3.1, dealing with 3.1 knowledge of ELA; 3.2 oral, visual, and written literacies; 3.3 reading processes; 3.5 knowledge and use of an extensive range of literature; 3.6 knowledge of print and nonprint media and technology; and 3.7.1 research and theory in ELA. Candidates are assessed through written work and a final project. 100% of candidates met minimum expectations for both these courses with majority earning an A or B. All candidates must take one of these courses.

**Introduction to Linguistics: ENG 308.** This course covers basic concepts of English including phonetics, phonology, morphology, syntax, semantics, spoken and written discourse, and variation

and dialects. This course addresses NCTE standards 3.1 knowledge and skills in ELA; 3.2 knowledge of oral, written, and visual literacies; 3.4 knowledge of composing processes; 3.5 knowledge and use of an extensive range of literature; and 3.7.1 research and theory in ELA. Candidates are assessed through quizzes and exams. 100% of candidates met minimum expectations with the majority earning an A or B. As of fall 2007, all candidates must take this course.

**English Grammars: ENG 321.** This course describes the systematic nature of English Grammar. This course addresses NCTE Standard 3.1 knowledge of ELA; 3.2 knowledge of oral, visual, and written literacy; and 3.3 reading processes. Candidates are assessed through examinations and practice exercises. 100% of candidates met minimum expectations for this course. All candidates must take this course.

In the 2007-2008 academic year, the B. S. Education program of study was changed to make ENG 308 and multiethnic literature courses required courses. Previously, they were offered as suggested courses rather than required; however, most candidates took these courses so data was included (n = 12 for both courses). As is evidenced by the course descriptions and grades, B. S. Ed in English Education students complete the program with strong English content knowledge. The mean GPA for all selected courses was 3.31.

## Part 2. Alignment Matrix and Course Description

SPA Standards Addressed by Course	Course Name and Number	Brief Description of Course and How the Course Meets the Cited Standards
3.1 (3.1.2, 3.1.3, 3.1.5, 3.1.6) 3.2 (3.2.2, 3.2.3) 3.3 (3.3.1, 3.3.2, 3.3.3) 3.5 (3.5.1, 3.5.4) 3.7..1	ENG 231: American Literature to 1865	This course will examine a diverse collection of the literature of England from Middle through the Renaissance and on to the Age of Reason. Essay exams over the various periods of literature covered in class (60%) as well as reading quizzes (20%) and short papers (20%) will constitute evaluation and clarify student understanding of content related to the standards.
3.1 (3.1.2, 3.1.3, 3.1.5, 3.1.6) 3.2 (3.2.2, 3.2.3) 3.3 (3.3.1, 3.3.2, 3.3.3) 3.5 (3.5.1, 3.5.4) 3.7.1	ENG 232: American Literature 1865-present	Major authors and movements in the literature of England from 1750 to the present. 80% of the course will be evaluated using tests/quizzes and 20% will be derived from a research project and a casebook writing assignment that will address the understanding of the content of the course in conjunction with the standards.
3.1 (3.1.2, 3.1.3) 3.2.2, 3.3 (3.3.1, 3.3.2, 3.3.3) 3.5 (3.5.1, 3.5.4) 3.7.1	ENG 242: British Literature to 1750	Major authors and movements in the literature of the United States from colonial times to 1865. While the majority of the course will be evaluated through tests and quizzes, the semester project (30% of course) will allow candidates to show their understanding of the content covered through a project focus of their choice.
3.1 (3.1.2, 3.1.3) 3.2.2, 3.3 (3.3.1, 3.3.2, 3.3.3) 3.5 (3.5.1, 3.5.4) 3.7.1	ENG 243: British Literature After 1750	Major authors and movements in the literature of the United States from 1865 to the present. While the majority of the course will be evaluated through tests and quizzes, the semester project (30% of course) will allow candidates to show their understanding of the content covered through a project focus of their choice.

3.1 (3.1.2, 3.1.3, 3.1.4) 3.2 (3.2.2, 3.2.3) 3.3 (3.3.1, 3.3.2, 3.3.3) 3.5 (3.5.2, 3.5.4) 3.7.1	ENG 245: Introduction to Multiethnic Literature	Surveys major authors, genres, and movements, including literature by African-American, Asian-American, Chicano/a, Latino/a, and Native American writers. Evaluation of content understanding will be drawn from 4 essays (80%) and class discussion (20%).
3.1 (3.1.2, 3.1.3, 3.1.4) 3.3.2 3.5(3.5.2, 3.5.4)	ENG 247: African American Literature	We will examine poetry, novels, short stories, and essays written by people of African descent in America since the slavery era and ending in the twentieth century. While approximately half of the understanding of the course content is assessed through tests and journals, 43% of the course evaluation is focused on a bibliography, abstract, and final essay well-aligned with the standards cited for this course.
3.1 (3.1.2, 3.1.4) 3.2 (3.2.2, 3.2.3, 3.2.4 3.2.5) 3.3 (3.3.1, 3.3.2, 3.3.3) 3.4 (3.4.1, 3.4.2) 3.5.2,	ENG 270: Creative Writing/Fiction	English 270 offers beginning writers the opportunity to explore fiction writing, to discover a personal creative process, and to learn the essential elements of the narrative form. Evaluation will be based on completed writing projects and workshop discussions.
3.1 (3.1.2, 3.1.4) 3.2 (3.2.2, 3.2.3, 3.2.4) 3.2.5 3.3 (3.3.1, 3.3.2, 3.3.3) 3.4 (3.4.1, 3.4.2) 3.5.2	ENG 271: Creative Writing/Poetry	Beginning course in poetry writing that emphasizes the composition and revision of student poems. Evaluation of content related to standards will be based on completed poems (5), a final portfolio, response paragraphs and related in class writings, and the recitation of poems.
3.1 (3.1.2, 3.1.3, 3.1.4) 3.2(3.2.2, 3.2.3, 3.2.4, 3.2.5) 3.3 (3.3.1, 3.3.2, 3.3.3) 3.4 (3.4.1, 3.4.2) 3.5.2	ENG 272: Creative Nonfiction	This introductory workshop in creative nonfiction is designed for those interested in learning how to write effective personal narratives for a general audience. Evaluation will be based on final drafts of written work and workshop discussions.
3.1 (3.1.1, 3.1.3, 3.1.4, 3.1.7) 3.5.1, 3.2 (3.2.1, 3.2.4) 3.3.2, 3.4.2, 3.7.1	ENG 308: Introduction to Linguistics	This course covers basic concepts of English linguistics including phonetics, phonology, morphology, syntax, semantics, spoken & written discourse, and variation & dialects. 60% of the course content/standards for 308 will be evaluated through quizzes, a mid-term, and a final exam. The other 40% of content/standards understanding will be assess through response papers and a reflective essay on some aspect of a language misconception that they have come to understand through this course.
3.1 (3.1.3, 3.1.4, 3.1.6) 3.2 (3.2.1, 3.2.4) 3.3.2	ENG 321: English Grammars	English 321describes the systematic nature of English Grammar as it relates to the contexts in which it is used and the speaker/writer who uses it. Understanding of content/standards for this course is evaluated through 2 exams (70%), practice exercises (24%), and discussion section participation (6%).

3.1 (3.1.2, 3.1.3) 3.2.5, 3.3 (3.3.1, 3.3.2, 3.3.3) 3.5.1, 3.5.4, 3.7.1	ENG 335: Shakespeare	This survey will examine examples of Shakespearean tragedy, comedy, history, and romance. Evaluation will consist of a series of essay exams on each play studied(40%), an out of class paper based on a video performance of one of the plays under consideration (20%), and a series of short reading quizzes (40%).
3.1 (3.1.2, 3.1.3, 3.1.4, 3.1.6) 3.2 (3.2.2, 3.2.4, 3.2.5) 3.3 (3.3.1, 3.3.2, 3.3.3) 3.5 (3.5.2, 3.5.4) 3.6 (3.6.1, 3.6.3) 3.7.1,	ENG 345: Topics in Multiethnic Literature	Topics include African-American, Asian-American, Chicano/a, Latino/a, and Native American literature. Evaluation of content understanding will be drawn from 3 essays (85%) and collaborative presentations/class discussion (15%).
3.1 (3.1.2, 3.1.3, 3.1.4) 3.2 (3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5) 3.3 (3.3.1, 3.3.2, 3.3.3) 3.5 (3.5.1, 3.5.2, 3.5.3) 3.6 (3.6.1, 3.6.2, 3.6.3) 3.7.1	ENG 404:Seminar in Young Adult Literature	This class will focus on the use of young adult literature in the secondary classroom. Evaluation will be based on in-class discussion and student presentations (40%), raves for each of the YA Lit books read (30%), and the Time Capsule project that serves as one of your signature assignments for the program (30%).
3.1 (3.1.2, 3.1.3, 3.1.4) 3.2 (3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5) 3.3 (3.3.1, 3.3.2, 3.3.3) 3.5 (3.5.1, 3.5.2, 3.5.3) 3.6 (3.6.1, 3.6.2, 3.6.3) 3.7.1	ENG 576: Literature for Adolescents	This class will focus on the use of young adult literature in the secondary classroom. Evaluation will be based on in-class discussion and student presentations (40%), raves for each of the YA Lit books read (30%), and the Time Capsule project that serves as one of your signature assignments for the program (30%).

**Part 3: Grade Policy and Minimum Expectations.** Students are graded on a four point scale (A = 4 B = 3, C = 2, D = 1, F = 0). According to the undergraduate catalog, A = Excellent, B = Above Average, C = Average, D = Below Average and F = Fail. Candidates in the B.S. Ed English Education program must have a 3.0 overall grade point average in English education and English content courses. All candidates must achieve a C or better in all English coursework.

**Part 4: Data table.**

<b>Candidates' Grades in Required (with choice) Content English Courses                      B.S. Ed English Education                      Spring – Fall 2007                      N = 19</b>						
	Average Course Grade and Range	% of candidates meeting minimum expectations	A = 4.0	B = 3.0	C = 2.0	D = 1.0
ENG 231	2.40 (1.0 – 4.0)	90%	10%	30%	50%	10%
ENG 232	3.20 (2.0 – 4.0)	100%	40%	40%	20%	0%
ENG 242	3.00 (2.0 – 4.0)	100%	45.5%	9%	45.5%	0%
ENG 243	3.40 (2.0 – 4.0)	100%	60%	20%	20%	0%
ENG 245*	3.00 (2.0 – 4.0)	100%	25%	50%	25%	0%
ENG 247*	3.00 (2.0 – 4.0)	100%	25%	50%	25%	0%
ENG 345*	3.25 (2.0 – 4.0)	100%	50%	25%	25%	0%
ENG 270	3.93 (3.0 – 4.0)	100%	93%	7%	0%	0%
ENG 272	3.20 (2.0 – 4.0)	100%	50%	20%	30%	0%
ENG 308*	3.08 (3.0 – 4.0)	100%	33%	42%	25%	0%
ENG 321	3.42 (2.0 – 4.0)	100%	58%	26%	16%	0%
ENG 335	2.95 (2.0 4.0)	100%	21%	53%	26%	0%
ENG 404	3.23 (2.0 – 4.0)	100%	46%	31%	31%	0%
ENG 576	3.83 (3.0 – 4.0)	100%	83%	17%	0%	0%

A = 4, B = 3, C = 2, D = 1, F = 0

The mean GPA for all selected courses = 3.31

\* These courses weren't required (but were often taken by candidates) prior to the Fall of 2007, therefore, ENG 308 n = 12, and ENG 245, 247, and 345 combined is n = 12.

## Assessment 2 – Transcript Review

**NCTE Note:** This assessment example should be useful for post baccalaureate and master's programs that consist of only education coursework in pedagogy and professional skills and abilities where candidates have undergraduate degrees either in English or close alternatives from other universities or other programs within the university. It should be noted that this transcript review example is from a program that also requires a passing score on a state mandated standardized examination specifically addressing that state's content outcomes for English language arts candidates prior to student teaching.

Assessment Name: **Undergraduate Transcript Review [UTR]**

1. *Assessment Description:* To be admitted to the program, candidates need a bachelors degree in English and a 3.0 (or better) GPA. Our admission criteria (see Attachment B and previous pages in this report: Context, Section 1, number 3) emphasize that this major must be "comparable in breadth, depth, and rigor" to the university's English major, and they must have at least two English composition courses with grades of at least a B. Because English programs vary, and because students with alternative majors (e.g., media studies) are considered, all applicants' transcripts are reviewed by both the English and Secondary Education Departments using the **Undergraduate Transcript Review form (Attachment A)** which addresses, in part, NCTE standards 3.1 – 3.5 (see NCTE standards indicated on Attachment A). If the candidate's undergraduate transcript indicates a deficiency, the candidate is required to earn a B or better in the appropriate undergraduate course either before beginning graduate course work or during the first semester of graduate course work. On occasion, a deficiency may be remedied by taking the appropriate English course at the graduate level, either as part of the course of study required for the MAT English degree or in addition to it. Our program began this review process three years ago as a way to strengthen our program and to provide cohesive advising regarding program requirements to applicants and potential applicants

2. *Assessment Alignment:* The Undergraduate Transcript Review ensures that NCTE content standards (3.1 – 3.5) are met, usually upon admission to the MAT program. On rare occasion, the standard is met during the course of study. 100% of candidates have met the criteria measured in this assessment. They may not enter the program without demonstrating that all undergraduate English courses have earned a B or better, and they may not complete the program without taking all required courses with a minimum GPA of 3.0. This assessment does not measure the content knowledge candidates gain through the five (3-credit) graduate English courses required in their MAT degree program; undoubtedly, this further study enhances candidates' expertise in their subject area and in the NCTE standards these courses address. Additionally, through the Graduate Symposium, the English MAT program provides teacher candidates with the opportunity to present advanced research in English Studies at the Graduate Symposium and to see that research published in a journal that includes the symposium proceedings (NCTE Standard 3.7).

3. *Analysis of the data:* Attachment C shows the data for three recent semesters of transcript review. Data indicate that a significant percentage of entering candidates exceed the minimal 3.0 in undergraduate English content courses needed for admission to the MAT program.

4. *How the data provide evidence for meeting the standards:* While the Undergraduate Transcript Review does not attempt to assess how students' undergraduate performance has been measured,

the Graduate Coordinators in the English and the Secondary Education/English Departments, review the transcripts of each applicant consultatively, keeping an open mind with respect to the range of experiences BA candidates bring to the MAT program and ensuring that any deficiencies in a candidate's undergraduate record are addressed. We have found that applicants' varied academic backgrounds contribute to a vibrant learning community. Moreover, we have used this instrument successfully to bring into the program as many candidates meeting the GPA requirement at the "outstanding" level as at the "target" level. We believe candidates' strong performance on state level tests, and on Assessments 3 through 8, indicates that the Undergraduate Transcript Review is a solid means of assessing candidates' content preparation in accordance with NCTE standards.

5. See the following attachments A, B, C:

### **Attachment A: Description of MAT/English admission requirements and the Undergraduate Transcript Review (UTR)**

Description: Applicants' transcripts are jointly and consultatively analyzed by the English and Secondary Education/English Department Graduate Coordinators following an "Admission Criteria" checklist and using the Admission Criteria Checklist and the Undergraduate Transcript Review form. Applicants are either denied, admitted outright, or are advised to take undergraduate "deficiency" courses as a condition of admission. Applications are first reviewed by the English Department Coordinator, who then forwards his/her recommendation along with checklist and the UTR. The Secondary Education/English Coordinator then makes his/her recommendation, and the Chair of Secondary Education signs off on this recommendation and forwards it to the Dean of the Graduate School, who provides final approval.

### **Attachment B: Scoring Guide**

Admission Criteria to MAT/English (See Context, Section 1, number 3) and NCTE standards these criteria address:

- A minimum 3.0 GPA (based on 4.0) in all undergraduate course work
- A minimum 3.0 GPA (based on 4.0) in all undergraduate English courses
- An undergraduate major in English comparable in breadth, depth, and rigor to the institution's English major (NCTE 3.2; 3.3, 3.5)
- At least two English composition courses or their equivalent with grades of at least **B** (NCTE 3.4)
- At least six credits of a foreign language at the beginning level or three credits at an intermediate or advanced level
- Three satisfactory letters of recommendation
- A satisfactory written statement from the candidate indicating the reasons he/she wants to become a teacher.

**NCTE Note: This assessment was not designed to align with all the NCTE/NCATE Program Standards for content (3.0). Standards 3.6 and 3.7 as well as parts of Standard 3.1 and 3.4 are met within either Assessment 1 (State Examination) or the program's use of optional Assessments 7 and 8.**

## Undergraduate Transcript Review Worksheet

Applicant Name: \_\_\_\_\_

Prior Institutions, Degrees, & G.P.A.: \_\_\_\_\_

Met/√	Competency Area (per NCTE/NCATE guidelines)	Competency Area Met with Course(s) <i>Do not list courses receiving grades below C-</i>
	<b>The English language, including its evolution, grammars, and diverse dialects</b> (NCTE 3.1.4; 3.1.5; 3.1.6) <i>This competency also addressed by required M.A.T. course #38549-Issues in Literacy for Diverse Learners</i>	
	<b>Oral, written, and visual literacy</b> (NCTE 3.2; 3.4)	
	<b>Works from an extensive range of British, American, and world literatures reflecting a broad range of historical and contemporary works, including</b> (NCTE 3.3; 3.5) <ul style="list-style-type: none"> <li><input type="checkbox"/> Works from a range of genres (NCTE 3.5.2)</li> <li><input type="checkbox"/> Works from a range of cultures (NCTE 3.5.2)</li> <li><input type="checkbox"/> Works by female authors (NCTE 3.5.2)</li> <li><input type="checkbox"/> Works by authors of color (NCTE 3.5.2)</li> <li><input type="checkbox"/> Systematic background in the traditions of English &amp; American Literature (NCTE 3.5.1)</li> </ul>	
	<b>Works of literary criticism and theory</b> (NCTE 3.5.4)	
	<b>Works of Young Adult literature</b> (NCTE 3.5.3) <i>This competency is also addressed by required M.A.T. course 36540 and a satisfactory program portfolio. Other courses addressing this area-Teaching Literature in Middle School; Teaching Literature in High School; - Storytelling, Folklore, and the ELA Curriculum</i>	

\_\_\_\_\_ Total English credits from all undergraduate transcripts

\_\_\_\_\_ Total related courses from all undergraduate transcripts (i.e. drama, journalism, communications, public speaking, etc.)

*See deficiency course recommendations on reverse of this sheet.*

Deficiency Area	Course Number	Topic or Title of Course	Credits

**Total number of credits needed** \_\_\_\_\_

Applicant must receive grades of B or above for these courses to remedy subject matter knowledge deficiency. Courses may be taken at a community college or another institution, including this one, unless otherwise stipulated.

1. \_\_\_\_\_  
Secondary Ed. Advisor Signature/Date

2. \_\_\_\_\_  
English Advisor Signature/Date

**Attachment C:**

**Graduate M.A.T. Candidates English GPA Program Upon Admission to the Program**

	<b>Number of Candidates</b>	<b>Target (English GPA 3.0 – 3.5)</b>	<b>Outstanding (English GPA 3.6 and above)</b>	
Fall 2005	3	2 (67%)	1 (33%)	
Spring 2006	8	3 (38%)	5 (63%)	
Fall 2006	7	4 (57%)	3 (43%)	

## ASSESSMENT 3

### **IMPORTANT NOTE:**

**This representative example is provided as a sample of how a program may present information for Assessment 3. Duplication of this sample does NOT guarantee any particular review outcome. This sample was last revised on October 15, 2007.**

Assessment 3 evidence should provide reviewers with a clear understanding of how all candidates are evaluated on professional knowledge, skills, and dispositions that include locating and evaluating appropriate instructional materials, planning units and lessons that incorporate appropriate ELA content, addressing the needs and interests of a diverse student population, organizing classroom environments to facilitate ELA instruction, using technology to enhance ELA instruction, etc. Assessment data could be drawn from a major unit/lesson planning/teaching project, a transition or gateway assessment, or from a subset of portfolio requirements. Care should be taken to identify clearly the standards being assessed and the context within which the performance occurs—classroom, early field experience, student teaching.

Within the example that follows, are strong indications that the program has carefully designed this assessment to target many relevant NCTE/NCATE Program Standards using a rubric that closely reflects the standards. But the program does not follow through with an actual scoring mechanism that reflects the rubric. See the NCTE notes within the assessment that explain this discrepancy .

### **Integrated Language Arts Key Assessment 3: Integrated Language Arts Unit**

#### **Narrative**

#### **1. Description of the Assessment and its use in the Program**

NCTE/NCATE Key Assessment 3 is supposed to be an “assessment that demonstrates candidates can effectively plan classroom-based instruction.” While we considered simply including a single lesson planning assignment, we recognized that our candidates have already had some general lesson planning experience in a general methods course usually taken in the semester prior to ELA methods, so we didn’t see the need to have them reenact that scenario. Furthermore, students complete a beautifully constructed, full-blown unit plan, which they teach or implement in the 4-5 weeks that they are out in their field site during the ELA methods semester. This entire planning sequence occurs prior to students engaging in a full 15-week semester of student teaching.

**During ELA methods candidates create a complete unit (of at least 10 days) to model best practices in reading and language arts. The unit must be an integrated language arts unit, which means, essentially, that it must engage students in reading, writing, listening, speaking, viewing, and visually representing. It cannot simply be a stand alone unit on verbs, or grammar. It has to engage students with literacy-rich experience. It should include a lesson plan for each day's activity, and any and all handouts or graphic organizers, assignment explanations, tests, quizzes, rubrics for the assignments. It can also have a decidedly interdisciplinary component, in which the goals and standards of more than one content area are addressed. It should be designed to be taught during the weeks that student are out in their field site.**

The unit is assessed twice. The first time is prior to implementing the unit in the field site. The unit is assessed to ensure that the candidate is prepared to teach a 10+ day unit. However, upon returning to class after the several week field experience, candidates must resubmit the unit in order to be assessed on their ability to reflect and adjust teaching in response to the needs of students.

## **2. Description of Assessment's Alignment with NCTE Standards**

The beauty of the unit design project is that it is an authentic learning experience, completely aligned to NCTE standards. Rather than attempt to interpret and translate percentage grades on a test, this assignment is scored directly by means of a rubric of nine NCTE/NCATE Program Standards or their indicators. Given the unit's comprehensive scope, it is well-suited to addressing a range of NCTE/NCATE Program Standards or their indicators. Candidates don't merely include the mechanical elements of daily lesson plans and handouts; they must use the unit to meet NCTE standards. They must engage students in activities that demonstrate the role of arts and humanities in learning (2.6), and demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning and their students' (3.1.2). They must understand the influences on language and visual images in learning (3.2.1), and they must use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts, and teach such strategies to their students (3.3.3). These few items represent just the beginning of what candidates must do to fully implement a successful unit. Overall, candidates must engage 9 NCTE/NCATE Program Standards or their indicators in the unit design project. The methods instructor assesses the unit rubric as one of the culminating activities of the methods teaching semester.

In addition to assessing candidates' ability to plan, the unit is also used to assess candidates' impact on student learning. Within the overall design process of the unit, candidates design and implement a pretest/teach/posttest/reflection sequence, which is assessed when students return the unit at the end of the semester.

## **3. Brief Analysis of the Data Findings**

Aggregated data tables illustrate that our candidates are addressing each NCTE standard well beyond the 80% pass rate for PRAXIS II established by NCATE (See Aggregated Data attachment). In the fall semester 2006, 31 methods students designed and implemented Integrated Language Arts units. The attached table illustrates candidates' abilities to "effectively plan classroom based instruction." Overall, 96.42% of methods students received either an **acceptable** or **target** rating on their unit plan.

## **4. Interpretation of How Data Provides Evidence for Meeting Standards**

The NCTE/NCATE Program Standards and their indicators addressed by this assessment include: 2.6, 3.1.2, 3.2.1, 3.3.3, 3.4.1, 4.1, 4.2, 4.3, and 4.10. Within the language of these standards/indicators, candidates are encouraged to think deeply about how to effectively plan and implement meaningful learning experiences for their students. For instance, Program Standard 2.6 asks candidates to engage their students in activities that promote the arts and humanities. While 84% of students engaged the "acceptable" category, and another 10% of candidates engaged the "target" category, this

particular standard proved challenging for students. They had to think beyond engaging their students in simple technical skills and had to figure out what it means to promote the arts and humanities. Similarly, Program Standard 4.1 called for candidates to be able to work with a range of print and non-print resources. While our candidates are expected to utilize educational technology throughout our program and, in particular, in methods class, many students express concern that they are not as technologically adept as the teaching profession seems to demand. Some students seem genuinely surprised that being an English teacher requires as much tech savvy as it appears to. The data on a Program Standards such as 4.1 illustrates that while our students are achieving acceptable success, there is still room for us to develop this component of our program.

### **Plans for Future Directions in Assessment and Program Development**

The unit plan gives us a comprehensive tool for assessing the range and depth of student planning that no single lesson plan assignment could ever address. But it is not simply a tool for assessing student productivity. By using it in this comprehensive manner, we have already begun to develop our relationship with the cooperating teachers (CTs) and university supervisors with whom we work closely to prepare our candidates. For instance, one of our current challenges is how to get CTs to realize the depth and breadth of the expectations laid upon our methods students and student teachers by these standards. At present, some CTs have strong, pre-conceived notions of what candidates are to do in the field, and they assign relatively limited unit topics for our candidates to prepare that do not lend themselves to integrated or interdisciplinary approaches. This NCATE standard setting process has begun to reshape our relationship with CTs in very useful ways, and the high NCTE standards have now begun to serve as leverage to engage CTs to allow our candidates to teach more complex, meaningful, authentic units of study.

Regarding students' anxiety over technology and multimodal learning, the program has evolved to truly engage candidates in this newest dimension of the role of language arts teacher. We are proud of the knowledge, skills, and dispositions that our students develop throughout our program, particularly regarding technology and new literacies. More than ever (more than five years ago, for certain), our candidates are skilled in a wide variety of educational uses of technology. However, they also understand the implications of these technologies, and the way in which they shape and reshape teaching as we know it.



## **Integrated Language Arts Unit**

NCATE/NCTE Key Assessment #3 Standards 2.6, 3.1.2, 3.2.1, 3.3.3, 3.4.1, 4.1, 4.2, 4.3, 4.10

**Purpose:** As an Integrated Language Arts teacher, it will be your job to engage your students with innovative classroom practices and curriculum materials, and meaningful assessments grounded in the standards and expectations valued by NCTE. The purpose of this assignment is to provide you, the Integrated Language Arts teacher candidate, an opportunity to demonstrate the ability to design an exemplary integrated unit. In addition to designing this unit, you will teach this unit during your multi-week methods teaching experience.

**The Assignment:** For this assignment, you will create a complete unit (of at least 10 days) to model best practices in reading and language arts. The unit needs to be an integrated language arts unit, according to the specifications articulated throughout this course. This means, essentially, that it must engage students in reading, writing, listening, speaking, viewing, and visually representing. However, it can also have a decidedly interdisciplinary component, in which the goals and standards of more than one content area are addressed. It should be designed to be taught during the weeks that you are out in your field site.

**Lesson Plans, Etc.:** You will create a complete lesson plan for each day's activity, using the lesson plan template provided in this course. You will create all handouts or graphic organizers that will be implemented in the unit, including assignment explanations for any assignments you create. You will create all tests, quizzes, rubrics, etc. for the assignments. Include a short rationale (introduction) for the unit, in which you explain the choices you made in designing the unit, and the learning outcomes you intend for your students.

**Format & Deadlines:** The entire unit will be bound in a three-ring binder and turned in twice. First, it will be turned in for a grade a week before you go out in the schools. However, it will also be due at the end of the semester, when you can include evidence of effects on student learning, and your reflection of your entire teaching experience. At that time, you should also document any changes you made to the unit during the time you taught.

Finally, be sure you show evidence of effect on student learning. Use the information you have been given in the handout "Candidate Effect on Student Learning" for gathering evidence of your effect on student learning. That can be included at the end of this unit, when you turn it in at the end of the semester.

As you design this unit, you will need to directly address the relevant NCATE/NCTE Program Standards for English Language Arts. These are listed above, and addressed in the rubric attached to this coversheet. The third page of this handout contains a more detailed outline/checksheet of what is expected in the unit.



## Integrated Language Arts Unit Rubric

Standard	Unacceptable 1	Acceptable 2	Target 3	Suggestions	Score
<b>2.6</b>	Candidate demonstrates little evidence of promoting the arts and humanities in the learning of their students.	Candidate engages students in activities that demonstrate the role of arts and humanities in learning.	Candidate plans and carries out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.	<i>Design elements of your unit that engage the arts &amp; humanities, such as the music or art or history of a literary time period.</i>	
<b>3.1.2</b>	Candidate demonstrates little understanding of how reading, writing, speaking, listening, viewing, and thinking are interrelated areas of ELA experience.	Candidate demonstrates how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning and in their students' learning of ELA.	Candidate designs, implements, and assesses instruction that engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of the learning experience in ELA.	<i>Your ILA unit needs to engage all 6 language arts: Reading, Writing, Listening, Speaking, Viewing, Visually Representing; it needs to take an integrated approach; make sure your CT understands this.</i>	
<b>3.2.1</b>	Candidate demonstrates a lack of understanding of the influence that language and visual images have on thinking and composing.	Candidate uses his or her understanding of the influence of language and visual images on thinking and composing in own work and in teaching.	Candidate creates opportunities and develops strategies that permit students to demonstrate, through their own work, the influence of language and visual images on thinking and composing.	<i>Engage students in Graphic Notes &amp; Reflection or similar composing activities that engages language and visual images.</i>	
<b>3.3.3</b>	Candidate uses few strategies to comprehend, interpret, evaluate, and appreciate texts.	Candidate uses a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts and teach those strategies to students.	Candidate integrates into students' learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts and assesses the effectiveness of such strategies in promoting student learning.	<i>Use a wide range of content reading strategies (as learned in Content Reading) and assess these strategies effectiveness in your reflections.</i>	
<b>3.4.1</b>	Candidate uses a limited number of writing strategies to generate meaning and clarify understanding.	Candidate uses a variety of writing strategies to generate meaning and clarify understanding and draw upon that knowledge and skill in teaching.	Candidate develops in students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding.	<i>Engage students in a variety of composing strategies for essays, journals, powerpoints, movies—eg. Brainstorming, workshoping, outlining, concept mapping, storyboarding, etc.</i>	
<b>4.1</b>	Candidate shows limited experience in examining, and selecting resources for instruction, such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.	Candidate examines, evaluates, and selects resources for instruction, such as textbooks, other print materials, video, film, recordings, and software appropriate for supporting the teaching of English language arts.	Candidate understands the purposes and characteristics of different kinds of curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA.	<i>Choose a range of teaching practices, and select a range of materials, grounded in current learning theory.</i>	
<b>4.2</b>	Candidate demonstrates limited ability to design instruction to meet the needs of all students and provide for students' progress and success.	Candidate aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.	Candidate creates literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection.	<i>Design your instruction to meet the needs of all students and provide for continuous progress; Organize your classroom environment to promote whole group, small group, and individual learning opportunities.</i>	
<b>4.3</b>	Candidate uses few interdisciplinary teaching strategies and materials.	Candidate integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students.	Candidate works with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines.	<i>Create interdisciplinary elements in your unit, or better yet, work with other teachers to co-construct an interdisciplinary unit.</i>	
<b>4.10</b>	Candidate uses assessment in instruction by: 1) Failing to use formal and informal assessment activities and instruments to evaluate student work; 2) Failing to employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and others.	Candidate integrates assessment consistently into instruction by: 1) Using a variety of formal and informal assessment activities and instruments to evaluate processes and products; and 2) Creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.	Candidate integrates assessment consistently into instruction by: 1) Establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences; 2) Interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction; 3) Assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; and 4) Explaining to students, parents, and others concerned with education how students are assessed.	<i>Build assessment into your unit; Use a wide variety of formal and informal assessment activities.</i>	

**NCTE Note:** The scoring section that follows does not reflect the rubric for the assessment. There is no place within this section where the individual scores given to candidates on the rubric are tallied as a part of the total grade for the assessment. It may be that the missing information is used by the assessor as a part of the total grade, but no evidence of that was submitted in the report.

## Integrated Language Arts Unit

Scoring: Place a +, \_, or – in the space provided to indicate target, acceptable, or unacceptable.

### Reflection/Introduction 10 points

- \_\_\_\_\_ 1-2 page paper
- \_\_\_\_\_ Articulates the rationale and purpose of your unit.
- \_\_\_\_\_ Explores what you did in the design of your unit.
- \_\_\_\_\_ Explores key issues at stake for classroom teachers.

### Thumbnail Outline 10 points

- \_\_\_\_\_ Clear, understandable thumbnail outline of the unit
- \_\_\_\_\_ Overall coherence of unit (interdisciplinary unit, if applicable)
- \_\_\_\_\_ Meaningful engagement of 6 language arts

### Lesson Plans 50 points

**Template:**

- \_\_\_\_\_ You use the lesson plan template effectively

**Concept:**

- \_\_\_\_\_ The concept is clearly stated and explained

**Performance Objectives:**

- \_\_\_\_\_ Are clear, logical, measurable or observable

**Standards:**

- \_\_\_\_\_ Each lesson is aligned to ODE standards and benchmark indicators

**Resources:**

- \_\_\_\_\_ Are identified; texts should include full bibliographic citation (at least once)

**Readiness:**

- \_\_\_\_\_ Clear explanation, suitable as preparation for the lesson

**Focus of Lesson:**

- \_\_\_\_\_ Clearly explained, logical, addresses goals and objectives
- \_\_\_\_\_ Meaningful activity

**Closure:**

- \_\_\_\_\_ Logical, meaningful
- \_\_\_\_\_ Evidence of meaningful homework

### Technology 5 points

- \_\_\_\_\_ Meaningful use(s) of technology to engage the 6 language arts



**Handouts/Graphic Organizers 10 points**

- Easily understandable; shows evidence of care
- Scaffolds students' engagement in literacy-rich language arts activity
- Does not simply function as drill or busy work—not just a worksheet



**Tests/Quizzes/Rubric(s): 10 points**

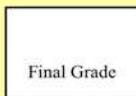
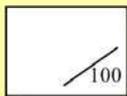
- Created for major assignments, projects
- Provides clear guidelines and expectations for students
- Doesn't reduce assignment to simple checklist
- Meaningful use of pretest/posttest and evidence of effect on student learning



**Visual Presentation 5 points**

- Unit is neat, free of errors in grammar, usage, mechanics.
- Unit is organized and understandable

**Additional Comments:**



**Integrated Language Arts  
Integrated Language Arts Unit  
NCATE Key Assessment 3  
Aggregated Data**

**Fall 2006**

**Number of Students (N=31)**

<b>NCTE Standards</b>	<b>Unacceptable</b>	<b>N</b>	<b>Acceptable</b>	<b>N</b>	<b>Target</b>	<b>N</b>	<b>Mean Score</b>
<b>2.6</b>	6.45%	2	83.87%	26	9.68%	3	2.03
<b>3.1.2</b>	3.23%	1	87.10%	27	9.68%	3	2.10
<b>3.2.1</b>	0.00%	0	45.16%	15	54.84%	16	2.52
<b>3.3.3</b>	9.68%	2	80.65%	25	12.90%	4	2.06
<b>3.4.1</b>	0.00%	0	96.77%	30	3.23%	1	2.03
<b>4.1</b>	0.00%	0	61.29%	19	38.71%	12	2.39
<b>4.2</b>	0.00%	0	70.97%	22	29.03%	9	2.29
<b>4.3</b>	3.23%	1	83.87%	26	9.68%	4	2.10
<b>4.10</b>	6.45%	2	77.42%	24	12.90%	5	2.10
<b>Overall</b>	3.23%		76.34%		20.07%		2.18
<b>Overall Pass Rate</b>		<b>96.42%</b>					

**In the fall semester 2006, 31 methods students designed and implemented Integrated Language Arts units. These units were assessed against 9 NCTE standards. The table above illustrates candidates' abilities to "effectively plan classroom based instruction." Overall, 96.42% of methods students received either an acceptable or target rating on their unit plan.**

**NCTE Note:** The data summary for this assessment seems to reflect only the rubric scores from the assessment. The separate scoring grade details given, which do not reflect the cited NCTE/NCATE Program Standards, are not a part of this data set. Therefore, it is impossible to determine the overall ratings (grades) that candidates received for this assessment from the data submitted..

## ASSESSMENT 4

### IMPORTANT NOTE:

**These representative examples are provided as a sample of how a program may present information for Assessment 4. Duplication of this sample does NOT guarantee any particular review outcome. The first sample was last revised on October 15, 2007; the second, April 25, 2008.**

This assessment of pedagogical and professional knowledge, skills, and dispositions demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice (student teaching or supervised field experience(s)). The assessment instrument used in student teaching must be submitted if performance in field experiences has not been previously addressed. As with all the assessments, program faculty should identify clearly what NCTE/NCATE Program Standards are being met through the performance in the field and where one would find these standards reflected in the assessments and scoring rubrics. Particular attention needs to be given to those elements of student teaching that call for candidates to use English language arts effectively in teaching young people.

***Note:** Emphasis upon candidate performance data based on assessment of generic teaching skills will not be sufficient unless the program clearly indicates the specific NCTE standard(s) being addressed by the generic elements in the assessment instrument; scoring rubrics and reporting of candidate performance data should also reflect this alignment. Being aware of the elements that show the full scope of standards is expected and assessments and data should reflect this; if only one element of a standard is represented, then this should be made clear.*

**NOTE:** The representative sample below was designed by the program to build upon the more generic assessment used by the unit across the content area supervised field practice/ student teaching; however the program has modified the assessment to adequately reflect the relevant NCTE/NCATE Program Standards and provide sufficient evidence that those standards are being met during the field experiences described by the program. The performance scale or rubric is standardized for all the elements of the assessment which does not give the candidate or the supervisor the range and depth of evidence that a more robust rubric, tailored for each of the elements of the assessment would; again, it is an adequate way to judge candidates. In order to raise this assessment to the level of target, the program would need to show a total rubric for each part of the assessment and focus on the individual indicators/elements of the standards cited in all cases rather than just with Standard 3.6.

1. The **Student Teaching/Internship Final Assessment** instrument is a performance checklist to evaluate each candidate's ability to apply his/her pedagogical and professional knowledge, skills, and dispositions in the classroom during each student teaching placement (middle school and high school). The assessment was developed by faculty with feedback from College Supervisors and Cooperating Teachers; it has been piloted and shaped over the past two years. Spring 2006 marks the semester when the assessment stabilized into its current form and when online collection and analysis of scores became available.

It is completed twice (once per placement) by the College Supervisor and once per placement by each of the two cooperating teachers. The unit and the English Education Coordinator provide training and on-going consultation in using this assessment. Candidates are given the assessment rubric, and review it with their Student Teaching Seminar Instructor and College Supervisor, and candidates are encouraged to assess themselves using this instrument.

Candidates are given numerous opportunities to improve weak performance on this assessment: They receive four "progress reports" (two each from their supervisor and cooperating teacher) before this final assessment. They may also request a review of their student teaching performance by the English Education Program Coordinator. Candidates who are unable to show acceptable levels of performance on each of the 22 performance items will most likely fail the student teaching experience. (On occasion, a candidate's marginal performance on a particular item may be due, in part, to the teaching context or the candidate's relationship with the cooperating teacher.) The instrument has not been statistically analyzed for validity or reliability; this analysis may be performed in the future now **that data are available with** which to work. However, the instrument's content validity is strong based on the feedback from the instructors, supervisors, and cooperating teachers, who have all been using it for the past two years.

2. Each of the 22 items on the Student Teaching/Internship Final Assessment instrument indicates the NCTE standard(s) to which it aligns. All 22 items of the Planning Assessment are generic to the Professional Education Unit; however, the wording of these items has been customized for the English/Adolescent Program in order to make the alignment explicit and the corresponding NCTE standards are indicated. The specific NCTE standards assessed with this instrument are: 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.1; 3.2; 3.3; 3.3.2; 3.4; 3.5; 3.6; 3.6.3; 4.1; 4.2; 4.4; 4.5; 4.7; 4.8; 4.10. Note: This assessment is based on a field experience performance that meets target levels of NCTE standards 1.2 and 1.3.

3. Attachment C depicts candidates' planning performance in accordance **with the program's conceptual framework's** four value and commitment categories: Inquiry & Intellectual Growth; Professionalism; Appreciation of Human Diversity; Advocacy for Students and Democratic Citizenship. The data depict candidate performance in two semesters, spring and fall 2006. Spring and fall 2006 performance show that candidates were rated at a level of "acceptable" or above 80% - 90% of the time in each of the four value and commitment categories. 40% - over 60% received target ratings in these categories; the area of "Professionalism" in Fall 2006 shows that candidates were rated as "focus for further growth" 12% of the time. (The "unacceptable" ratings in Fall 2006 reflected the performance of one candidate who failed student teaching.) The small number of "not assessed" ratings indicate that the supervisor (or a cooperating teacher) was unable to directly observe competency on this item due to the observation schedule.

**The program's data** analysis support team did not provide performance data for each of the 22 performance items, arguing that the scores were "fairly consistent" within a category; a review of the individual rubrics reveals the truth of this conclusion. However, the lack of individual item performance data means that the program cannot use these graphs to determine whether candidates are strong (or weak) in a particular item.

4. The Student Teaching/Internship Final Assessment data provide evidence that almost all candidates demonstrated (to their cooperating teacher, supervisor, or both) the pedagogical and professional knowledge, skills, and dispositions to implement effective English language arts instruction in accordance with the specified NCTE standards.

5. See attachments A, B, and C (following):

Every candidate has two student teaching placements: one at a middle/junior high school and one at a high school). In order to pass a student teaching placement, each candidate must perform at an "acceptable" or "target" level as deemed by the College Supervisor (see Attachment C for level determination). No candidate will pass a student teaching placement if

he/she has performed at the “unacceptable” level on any one item according to his/her College Supervisor (clinical instructor).

The College Supervisor makes as many visits as necessary (the minimum is four evaluative observations—two per placement) to coach candidates and to consult with the cooperating teachers so that the student teacher has sufficient opportunity to demonstrate growth and acceptable levels of performance for all of the NCTE standards addressed in this assessment. Each candidate receives a “progress report” at the end of the third and sixth week of each student teaching placement, indicating areas of growth and areas that need further evidence of growth. Every program completer will have demonstrated an acceptable level of performance for each and every item on this assessment according to his/her Supervisor (clinical instructor).

5. See the following attachments (in order):

**ATTACHMENT A: Description of Student Teaching:**

Each candidate, during the last semester in the program, has a full-time student teaching experience. That is, he/she is a student teacher for the entire 14 to 15 week semester, for the entire school day. He/she completes two student teaching experiences during that semester, each about 7 weeks, one in a middle/junior high school, the other in a senior high school, in an English classroom. On occasion, the candidate will gain experience in a humanities, vocational, “remedial,” or English Language Learner classroom where his/her cooperating (English) teacher has assigned duties. Moreover, he/she is supervised (coached and evaluated) by a clinical instructor (College Supervisor) from the university who is an experienced certified English teacher. The supervisor makes a *minimum* of four evaluative visits, two for each placement. The supervisor consults with the student teacher before the lesson, observes the lesson(s), and discusses his/her assessment of the lesson with the student teacher and the cooperating teacher. The cooperating teacher serves as a model teacher and “in-house” mentor for the student teacher.

During this last semester, the only coursework permitted in addition to student teaching is The Student Teaching Seminar which is a series of 120-minute seminars held for the cohort of secondary English student teachers in late afternoons about once every 2-3 weeks. Supervisors also attend this seminar, and cooperating teachers are (usually) invited to attend the final meeting when student teachers give final presentations. In the weeks just prior to beginning the student teaching semester, each teacher candidate has a one-credit fieldwork course ( Fieldwork 3), an opportunity to become familiar with each of the two placement sites. Fieldwork 3, the Student Teaching Seminar, and each student teaching placement are each graded on the basis of satisfactory/fail. The student teacher can become a program completer only by earning a satisfactory grade in each student teaching placement, in Fieldwork 3, and in the Student Teaching Seminar.

## ATTACHMENT B: Student Teaching/Internship Final Assessment Scoring Guide

### Student Teaching/Internship Final Assessment-Customized for the English Language Arts

This form is to be filled out by the cooperating teacher and college supervisor at the end of each student teaching/internship placement. It reflects professional standards articulated by the faculty of the university school of education. Please use the following performance scale to determine the candidate's ability to meet the criteria. Comments/Examples should be included for clarification. This form will NOT be used as a job reference.

#### Performance Scale:

Not assessed – Not evaluated, not seen, not applicable

Unacceptable – Candidate does not meet minimum program criteria

Focus for further growth – Effort is observed, but continued practice is necessary to demonstrate candidate's competency

Acceptable – Candidate meets program criteria with competency

Target – Candidate meets program criteria with a high level of competency or exceeds expectations

Inquiry and Intellectual Growth					
	Not assessed	Unacceptable	Focus	Acceptable	Target
1. Demonstrates knowledge of the English Language Arts, including knowledge of an extensive range of literature as well as print and nonprint media (NCTE 3.5; 3.6)					
2. Demonstrates knowledge of and skills in the use of, the English language as well as effective critical thinking and skills in reading, writing, speaking, listening, and viewing (NCTE 3.1)					
3. Promotes the development of multiple literacies and demonstrates knowledge of the role of the arts and humanities in learning (2.6)					
<b>Comments/Examples:</b>					
Professionalism					
	Not assessed	Unacceptable	Focus	Acceptable	Target
4. Develops standards-based instructional plans, reflecting ELA content and pedagogical knowledge* (NCTE 3.2; 3.3; 3.4) * knowledge of the practices of oral, visual, and written literacy; & knowledge of reading and composing processes)					
5. Aligns instructional strategies and assessment(s) with the stated plans					
6. Constructs challenging**, clear†, and compelling†† learning experiences that assist students in developing habits of critical thinking (NCTE 2.4)					
7. Provides students with constructive and motivational feedback, including using formal and informal assessments that help students evaluate their ELA processes and products (NCTE 4.10)					

8. Integrates technology to enhance learning of the ELA, including helping students compose and respond to film, video, graphic, photographic, audio, and multimedia texts (NCTE 3.6.3)					
9. Selects, creates, and/or uses developmentally and contextually appropriate learning tools and instructional materials (NCTE 4.1)					
10. Builds on or supports students' prior knowledge to make meaning of texts and helps students connect personal responses to larger meanings and critical stances (NCTE 3.3.2; 4.8)					
11. Connects learning to students' experiences and cultures (NCTE 3.3.2)					
12. Helps students relate ideas to real-world situations and developments in culture, society, and education (2.5)					
13. Communicates the expectations and maintains standards appropriate for a well-functioning learning community, including communicating with students, parents, and others as to how students are assessed (NCTE 4.10)					
14. Seeks and applies feedback on his/her practice (NCTE 2.3)					
15. Participates collegially in school and professional communities (NCTE 2.3)					

**Comments/Examples:**

### Appreciation of Human Diversity

	Not assessed	Unacceptable	Focus	Acceptable	Target
16. Incorporates and/or supports curricula that integrate diverse cultural perspectives and engages students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms (NCTE 2.2; 4.5)					
17. Develops classroom and/or school environments that are student and family-centered (NCTE 2.1)					
18. Creates education environments/classrooms that are inclusive and culturally responsive, including presenting varied structures and techniques for group interactions by employing effective classroom management strategies and providing students with opportunities for feedback and reflection (NCTE 2.1; 4.2)					
19. Respects varied perspectives within an educational community (NCTE 2.3)					

**Comments/Examples**

### Advocacy for Students and Democratic Citizenship

	Not assessed	Unacceptable	Focus	Acceptable	Target
20. Exhibits commitment to the practice of educational equity (NCTE 2.1)					
21. Helps students develop skills that will result in advocacy for positive social change					

(related to NCTE 4.5: Help students engage in meaningful discussions for the purposes of interpreting and evaluating ideas)					
22. Creates and maintains safe and democratic learning environments, including helping students monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability (NCTE 4.4)					
<b>Comments/Examples:</b>					

Candidate \_\_\_\_\_ Grade Level \_\_\_\_\_ School \_\_\_\_\_ District \_\_\_\_\_

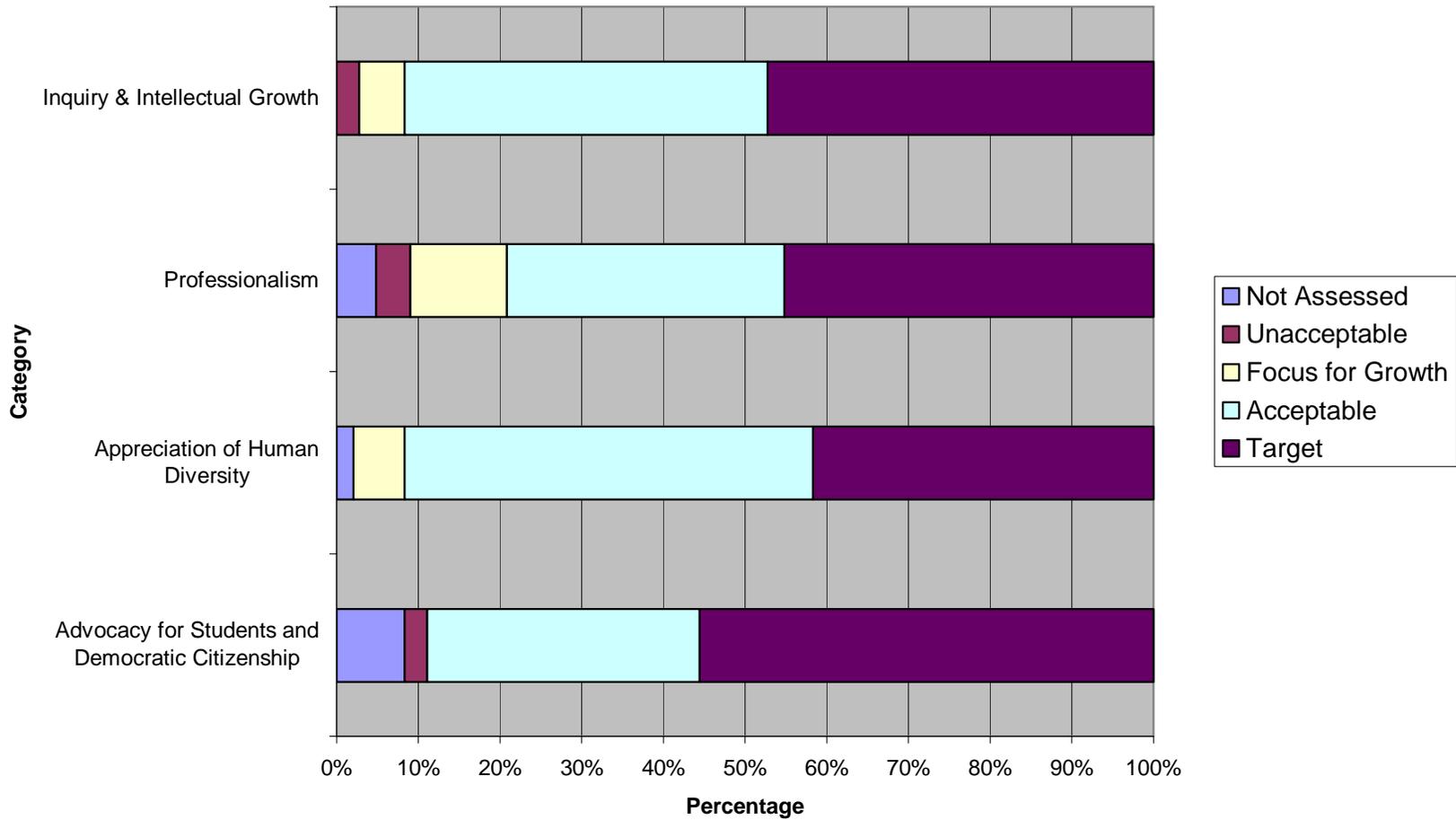
Assessor's Name \_\_\_\_\_ Position (*check one*) cooperating teacher supervisor Semester \_\_\_\_\_

Assessor's Signature \_\_\_\_\_ Date \_\_\_\_\_

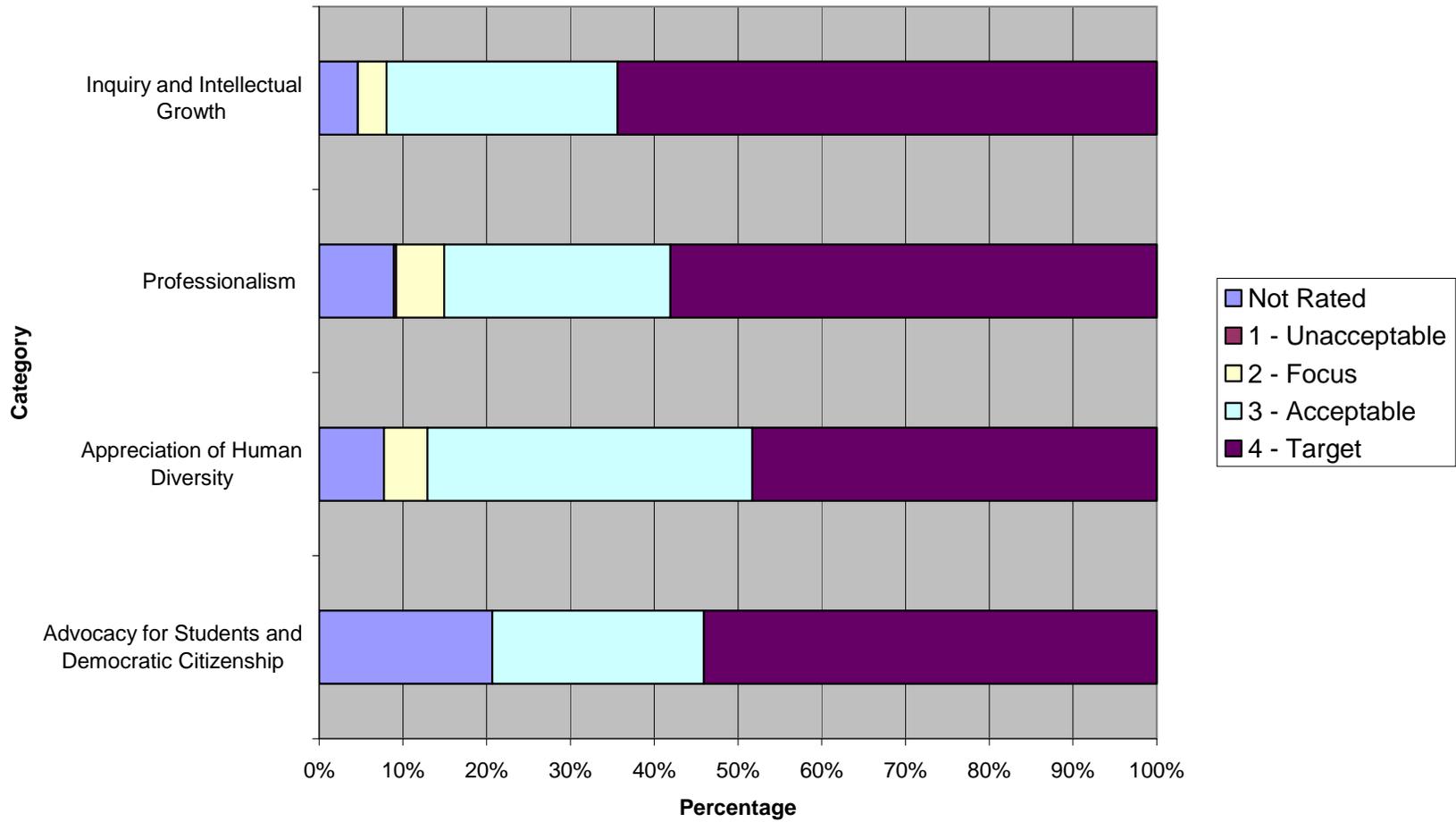
**This form is completed online following the directions provided in the envelope marked "confidential." The online assessment is generic; however, please use this customized form to answer the generic online version.**

**Attachment C: Student Teaching Assessments (on following two pages)**

**Student Teaching Assessment  
Graduate English 7-12  
Fall 2006 (N = 12)**



**Student Teaching Assessment  
MAT English 7-12  
Spring 2006 (N = 29)**



**NCTE Note: The following assessment specifically targets the NCTE/NCATE Program Standards relevant to Student Teaching. Although the rubric defines the performance levels, it uses a more generic format than a “target” rubric would. Also both the undergraduate and graduate data and findings are presented in this single submission. The data have been disaggregated by level and by standard as required. The program submitted for two levels referring the reviewers of the graduate level to the undergraduate submission where all the documentation for the assessments (Section IV) and evaluation (Section V) were found.**

**1. A brief description of the assessment and its use in the program (one sentence may be sufficient):**

The Unit Student Teaching Assessment—used in all programs—is based on the University Standards outlined in the Conceptual Framework. These standards were developed in line with INTASC and Pathwise standards. Until fall 2006, candidates were evaluated using a document that outlined only the standards. Beginning fall 2006, a rubric description was added to the evaluation document. The new evaluation is submitted electronically by cooperating teachers, which makes it easier to report both midterm and end term evaluations. The data tables for semesters beginning fall 2006 reflect both of these changes.

In addition, Integrated Language Arts faculty has developed a supplemental assessment and rubric that specifically addresses particular NCTE standards: NCTE Student Teaching Assessment.

**2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.**

The Unit Student Teaching Assessment is strong and aligns with 18 NCTE Standards: 2.1, 2.3, 2.4, 2.5, 3.1—3.7, 4.1, 4.4, 4.5—4.8, 4.10.

Sometimes the alignment of Unit standards and NCTE standards is near perfect. For example, Unit standard 2a (“Shows a sensitivity to cultural and individual differences”) matches with NCTE Standard 4.4 (“Create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.”)

Sometimes, however, it is unclear if an NCTE standard has been met by the Unit standard it aligns with. For example, Unit standard 1a is “Evidences depth of academic knowledge and skills.” Referenced are NCTE Standards 3.1—3.7, standards that have to do with candidate knowledge of English language arts. NCTE Standard 3.1.4 is “Know and respect diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles and show attention to accommodating such diversity in their teaching.” Unit standard 1a is not specific enough to know if NCTE Standard 3.1.4 has been met by the candidate.

The supplemental assessment form (NCTE Student Teaching Assessment) addresses NCTE standards during student teaching that are not clearly indicated on the Unit Student Teaching Assessment and that have not been adequately assessed in any of the other Key Assessments. It addresses NCTE standards 2.1, 2.2, 2.5, 2.6, 3.1.1, 3.1.2, 3.1.4, 3.1.5, 3.1.7, 3.4.1, 3.6.1, 3.6.2, 4.1, 4.4, 4.6, 4.7, 4.9, 4.10. We have only one semester of data for this supplemental assessment.

**3. A brief analysis of the data findings**

In each year for each standard of the Unit Student Teaching Assessment there has been a consistent increase in candidate achievement in the areas of 1) solid grounding in general studies and content knowledge; 2) understanding and appreciation of diverse learners, mentors, peers, and learning processes; 3) sensitivities to learning contexts and environments; using varied instructional strategies to plan and implement teaching and to evaluate student learning; and 4) demonstrate professional commitments and dispositions.

Undergraduate candidates' "end placement" scores are higher than their "mid placement" scores in every standard except 5A (Participates in professional and school- sponsored activities). Undergraduate candidates in spring 2007 scored more highly on mid placement assessments than did their counterparts the fall of 2006.

There was data for only two MAT candidates. The MAT candidate who student taught during Spring 2007 achieved a score of 3 on a 3-point scale in all categories. The MAT candidate who student taught the fall semester of 2006 performed acceptably.

**NCTE Student Teaching Assessment:** In 18 of 19 NCTE standards undergraduate candidates demonstrated an acceptable level of competency, according to the cooperating teacher and university supervisor. In only one standard, 3.1.5 (Demonstrates knowledge of the evolution of the English language and the historical influences on its various forms and use this knowledge in their teaching), was there a significant weakness shown. The data table for MAT candidates contains data on only three candidates. One of those candidates did not pass student teaching and achieved a zero rating on 11 of the 19 standards. The other two MAT candidates scored at an acceptable level on each of the 19 NCTE standards. The candidate who failed student teaching is doing his student teaching over this semester.

#### **4. An interpretation of how that data provides evidence for meeting standards**

Key Assessment 4 is critical, because it assesses candidates as they apply their knowledge in the student teaching context; the assessment reveals candidates' effectiveness in practice. By the mid-placement evaluation, candidates have attained a high level of knowledge and skills called for by the Unit Student Teaching Assessment. In addition, the consistent increase in candidates' scores on the Unit Student Teaching Assessment shows an important program strength: candidates move successfully from their university classroom preparation to teaching students.

Data indicate that candidates come to the school classroom well-grounded in content knowledge with an appreciation for diverse learners, sensitivity to multiple learning contexts, and the ability to effectively plan, implement, and evaluate lessons. Through their success, candidates deepen their commitment to the profession.

Our attention to key assessments has increased candidates' performance during student teaching. Within a broad display of strengths, a few areas are weaker than others. One of these areas is establishing and maintaining consistent standards of classroom behavior. This is an area in which candidates are typically weak. We have recently moved the classroom management course (EDT 421A/521A) to the methods block, taken by both undergraduate candidates and MAT candidates a year prior to student teaching.

**NCTE Student Teaching Assessment:** Many undergraduate candidates complete their student teaching before taking ENG 301 (History of the English Language). This reveals a weakness in our system of advising. We need to council candidates to take ENG 301 before their student teaching experience so they can bring to their teaching a knowledge of the evolution of the English language.

- 4 (a—c) the assessment tools for both The Unit Student Teaching Assessment and the NCTE Student Teaching Assessment followed immediately by the data tables derived from each.

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To comply with changes in the reporting procedures at the University, the Assessment of Student Teaching checklist form will now be completed online. However, this paper copy is provided to you as a guide for your planning and expectations during the student teaching experience. Please read through the Standards and expectations listed under each. The student teacher's midterm and final evaluation will focus on the successful completion of these Standards.

The midterm and final evaluation will be sent via email to the cooperating teacher at the appropriate times. It should be filled out online, printed out, and shared with the student teacher and university supervisor before being submitted online to the Office of Student Teaching and Field Experiences.

If you are unable to fill out the online form for any reason, please notify the student teaching supervisor or the Office of Student Teaching and Field Experiences and a paper copy will be provided for you.

### **ASSESSMENT OF STUDENT TEACHING**

**Description of Ratings:**

E = Exemplary Level - The candidate demonstrates clear, consistent evidence above and beyond the requirements.

S = Satisfactory Level - The candidate demonstrates clear, consistent evidence which meets all requirements.

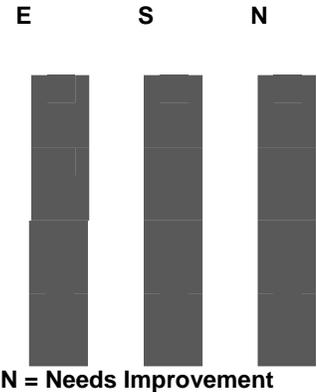
N = Needs Improvement - The candidate demonstrates only limited evidence to meet requirements in this area.

= Midterm assessment

= Final assessment

## Standard 1: Is Well-Grounded in General Studies and Content Knowledge

- 1a. Evidences depth of academic knowledge and skills (NCTE 3.1—3.7)
- 1b. Demonstrates an understanding of the connections between content previously learned, current content, and the dispositions to integrate future content
- 1c. Makes content knowledge comprehensible to students (NCTE 4.5—4.8)
- 1d. Demonstrates strong written and oral communication skills (e.g. correct grammar, legible writing, clear speech)



Overall Standard Evaluation	E = Exemplary	S = Satisfactory	N = Needs Improvement
<p>Standard 1. The teacher candidate is well-grounded in general studies and content knowledge. (NCTE 3.1—3.7, 4.5—4.8)</p>	<ul style="list-style-type: none"> <li>●ST demonstrates an extensive knowledge base and provides instruction that is comprehensible to all students.</li> <li>●ST has a complete understanding and grasp of the subject(s) s/he teaches and appreciates how knowledge is constructed, organized, and linked to other disciplines and applied to real-world settings.</li> <li>●S/he is aware of the background information and knowledge of the students and builds on that base through the creative usage of a variety of instructional strategies and materials.</li> <li>● S/he identifies instructional difficulties and modifies her/his practice accordingly.</li> <li>●ST written and communication skills are excellent and reflect vivid, concise word choice ; clear explanations and persuasive language.</li> </ul>	<ul style="list-style-type: none"> <li>●ST demonstrates an adequate or working content knowledge base but lack depth of knowledge or problem solving skills.</li> <li>●ST presents content in a manner that is understood by most students in the classroom.</li> <li>●ST occasionally relies on direction and/or correction from the cooperating teacher.</li> <li>●ST on occasion does not use correct grammar, legible writing, and clear speech.</li> </ul>	<ul style="list-style-type: none"> <li>●ST demonstrates a limited content knowledge base.</li> <li>●ST does not present his/her content and lessons in a way that are comprehensible or interesting to students.</li> <li>●ST requires consistent direction and/or correction from the cooperating teacher.</li> <li>●ST does not use correct grammar, legible writing, and/or clear speech on a consistent basis.</li> </ul>



## Standard 2: Appreciates and Understands Diverse Learners, Mentors, Peers, and Learning Processes

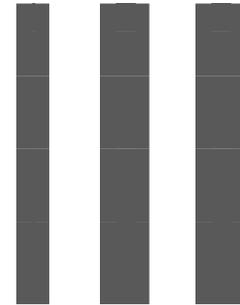
E S N

2a. Shows a sensitivity to cultural and individual differences (NCTE 4.4)

2b. Demonstrates an appreciation and understanding of exceptionalities (NCTE 4.4)

2c. Utilizes multiple instructional strategies that are appropriate to students' needs

2d. Demonstrates familiarity with relevant aspects of students' background knowledge and experiences and varies instruction based on students' interests, aspirations, personal and cultural dispositions, and needs (NCTE 2.5)



### Overall Standard Evaluation

Standard 2. Appreciates and understands diverse learners, mentors, peers, and learning processes (NCTE 2.5, 4.4)

### E = Exemplary

- On a daily basis, the ST attempts to make knowledge accessible to all students and holds the belief that all students can learn and of high levels.
- On a daily basis, ST treats students equitably, recognizing the individual differences that distinguish one student from another and takes account of these differences when planning and executing lessons.
- On a consistent basis, ST adjusts his/her practice based on observation and knowledge of the students' interests, abilities, skills, knowledge, family issues and peer relationships.
- On a consistent basis, ST attempts to foster students' self-esteem and respect for individual, cultural, religious and racial differences.
- On a consistent basis, ST seeks out and values the knowledge, guidance, and support of mentors and professional peers.

### S = Satisfactory

- ST instruction reflects the belief that all students can learn and of high levels.
- ST recognizes different kinds of diversity in the classroom and attempts to take into account these differences when planning and executing each lesson.
- ST attempts to foster students' self esteem and respect for individual, cultural, religious, and racial differences.
- ST seeks out and values the knowledge, guidance, and support of mentors and professional peers.

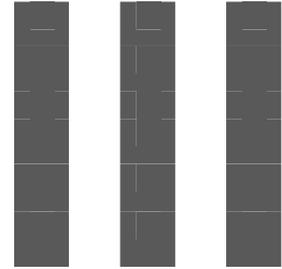
### N = Needs Improvement

- ST's teaching does not reflect the belief that all students can learn.
- ST does not recognize the different kinds of diversity in the classroom and plans lessons that are "one-size-fits-all."
- ST does not attempt to foster students' self esteem or does not seem aware of the value of individuality in the classroom.
- ST does not model respect for cultural, religious, or racial differences.
- ST does not seek out or value the knowledge and guidance of mentors or peers.

## Standard 3: Demonstrates Sensitivities to Learning Contexts and Environments

- 3a. Creates a climate that promotes fairness
- 3b. Establishes and maintains rapport with students
- 3c. Communicates challenging learning experiences to each student
- 3d. Establishes and maintains consistent standards of classroom behavior (NCTE 2.1)
- 3e. Makes the physical environment safe and conducive to learning (NCTE 2.1)
- 3f. Facilitates students' integration of understanding, competence, confidence, and emerging self efficacy

**E            S            N**



### Overall Standard Evaluation

Standard 3. Demonstrates sensitivities to learning contexts and environments (NCTE 2.1)

### E = Exemplary

- ST promotes fairness/ student equity in the classroom which in turn promotes a sense of self worth and value for each student.
- ST challenges all learners by providing appropriate learning opportunities with respect for exceptionalities. Individualized instruction for all students.
- ST maintains consistent standards of classroom behavior and responds to students in ways that are appropriate and respectful.
- ST demonstrates an awareness of the physical characteristics of the classroom as they pertain to safety, individual student needs, and lesson format.
- ST creates and maintains a positive learning classroom climate resulting in the construction and usage of critical knowledge.

### S = Satisfactory

- ST promotes fairness/ student equity in the classroom which in turn promotes a sense of self worth for each student.
- ST challenges most learners by using a variety of teaching strategies, recognizing different learning styles and modalities.
- ST establishes standards of classroom behavior but may not always react consistently in all situations.
- ST demonstrates an awareness of the physical characteristics of the classroom as they pertain to safety, individual student needs, and lesson format.
- ST creates a classroom climate that promotes and encourages active learning.

### N = Needs Improvement

- ST does not appear to be aware of issues of fairness and some times shows favoritism toward a certain student or group of students.
- ST does not address different learning needs. Has a "one size fits all" style of teaching.
- ST does not establish consistency enforcing classroom rules.
- ST does not demonstrate an awareness of the physical characteristics of the classroom as they pertain to student safety or instructional efficiency.
- ST does not create a classroom climate that promotes and encourages active learning.

## Standard 4: Demonstrates Planning, Implementation, and Evaluation by Utilizing Varied Instructional Strategies

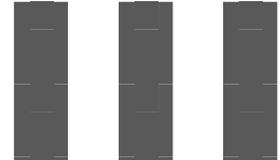
E S N

### Planning

4a. Articulates clear learning goals for the lesson that are appropriate for the students



4b. Creates or selects teaching methods, learning activities, and instructional materials, technological resources that are appropriate for the students and are aligned with the goals of the lesson (NCTE 4.1)



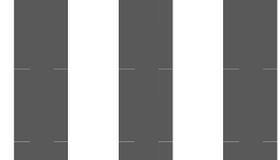
### Implementation

4c. Clearly communicates challenging learning expectations and procedures to the students



4d. Encourages students to extend their thinking (NCTE 2.4)

4e. Monitors students' understanding of content through a variety of means, providing feedback to students to assist learning and adjusting activities as the situation merits (NCTE 4.10)



4f. Uses instructional time effectively

### Evaluation

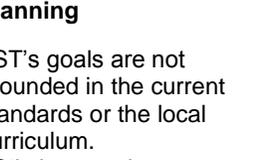
4g. Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson (NCTE 4.10)



4h. Demonstrates a sense of efficacy by modifying instruction in response to student feedback and performance (NCTE 4.10)



4i. Monitors and assesses learning by using a variety of means (e.g. pre-and post-tests, observation, questioning techniques, assignments and tests, reflective journals, demonstrations, etc.) and documents student growth. (NCTE 4.10)



#### Overall Standard Evaluation

Standard 4: Demonstrates planning, implementation and evaluation by utilizing varied instructional strategies. (NCTE 4.1, 2.4, 4.10)

#### E = Exemplary

##### Planning

- ST's goals represent curriculum/standards based learning and are suitable for all students in the class.
- ST's lesson plans support the instructional goals and engage students in meaningful learning
- ST provides an extensive variety of instructional methods, materials, activities and resources.

#### S = Satisfactory

##### Planning

- ST's goals reflect the curriculum/ standards based learning and are suitable for most students in the class.
- ST's lesson plan addresses the goals and engages students in meaningful learning.
- ST demonstrate an adequate variety of instructional methods, materials, activities and resources.

#### N = Needs Improvement

##### Planning

- ST's goals are not grounded in the current standards or the local curriculum.
- ST's lesson plan may address the goal but may not engage students in meaningful learning, or may not address goal at all.
- ST provides a little or no variety of instructional methods, material, activities or resources.

**Implementation**

- ST consistently communicates clear learning goals and procedures that are appropriate for all students.
- ST's feedback to students is frequent, timely, and is consistently of high quality.
- ST makes necessary adjustments to the lesson structure with regard to student understanding and performance.

**Evaluation**

- ST's plan for assessment is aligned with the instructional goals, with clear assessment criteria that has been communicated to all students.
- ST monitors all student learning and provides valuable feedback on a routine basis.
- ST uses a variety of assessment strategies including authentic as well as formalized assessments.
- ST recognizes the importance and the central role that instruction plays in the student learning process. Documentation of actual student progress is provided, and this includes P-12 students directly involved in the assessment and measurement of their own learning.

**Implementation**

- ST learning goals and instructional activities may not be appropriate for students or may not follow a logical sequence.
- ST's feedback to students on a consistent and timely basis.
- ST does not adjust the lesson structure to align with student needs or performance.

**Evaluation**

- ST's plan for assessment is aligned with the instructional goals which are communicated to the students.
- ST monitors student learning but does not provide continuous meaningful feedback.
- ST does not use a variety of assessment strategies.
- ST recognizes the importance and the central role, that student learning process. Documentation of actual student progress is provided.

**Implementation**

- ST's learning goals are unclear and may not be appropriate for students.
- ST's feedback is not consistent or helpful to students and their learning.
- ST does not adjust the lesson to the questions or needs of students in the classroom and continues with the lesson without regard for student learning.

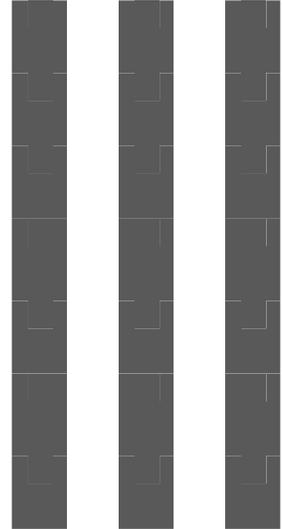
**Evaluation**

- ST's plan for assessment does not align with instructional goals.
- ST does not help students see a clear connection between the lesson taught and the learning assessment(s).
- ST does not provide feedback to students in a timely and consistent manner.
- ST does not use a variety of assessment strategies.
- ST does not recognize the importance, or the central role, that instruction plays in the student learning process. Documentation of actual student progress is provided. Documentation of actual student progress is not provided.

## Standard 5: Demonstrates Professional Commitments and Dispositions

E      S      N

- 5a. Participates in professional and school-sponsored activities
- 5b. Observes school policies and procedures
- 5c. Demonstrates proper conduct as a professional (well groomed, properly dressed, courteous, punctual)
- 5d. Meets all requirements for professional development within the specific licensure program
- 5e. Reflects on the extent to which learning goals were met
- 5f. Builds professional relationships with colleagues to share learning insights and to coordinate learning activities for students in relation to both the public and private purposes of education (NCTE 2.3)
- 5g. Communicates with parents, guardians, and other colleagues about student learning



### Overall Standard Evaluation

### E = Exemplary

### S = Satisfactory

### N = Needs Improvement

Standard 5: Demonstrates professional commitments and dispositions. (NCTE 2.3)

- ST consistently exhibits appropriate school conduct and professional behaviors, including good grooming, appropriate attire and all other appropriate and necessary behaviors.
- ST actively participates in professional and school sponsored activities, infusing him/herself into the school culture.
- ST maintains collaborative relationships with colleagues and participates in the same activities as the cooperating teacher.
- ST reflects on instruction and student learning and can make adjustments to future lessons based on these reflections.
- ST communicates regularly with family members and successfully engages them in the instructional program using varied communication techniques. ST helps to create and foster a positive learning environment in the students' homes.

- ST exhibits appropriate school conduct and professional behaviors, including good grooming, appropriate attire and all other appropriate and necessary behaviors.
- ST participates in only required school sponsored activities.
- ST works closely with cooperating teacher limited engagement with other school personnel.
- ST reflects on student learning and can make suggestions for future lessons.
- ST complies with school policies for communicating with families. Communication is effective and positive.

- ST's school conduct such as general behavior, dress, personal grooming, etc., does not comply with school policy or acceptable norms.
- ST does not make an effort to take part in school activities. ●S/he does not connect with what the students or teachers do outside of the regular school day.
- ST's reflection on student learning is inaccurate and S/he cannot adjust teaching strategies to address student issues.
- ST provides little or no information to families and makes no attempt to engage them in their child's education.

**NCTE Note: The rubric that follows this, specifically for YA Literature, seems at best to be incomplete. Although the program has cited other assessments that meet 3.5.3, they have included only part of what would be required to show that candidates have opportunities during student teaching to met this standard indicator.**

**ADOLESCENT YOUNG ADULT ENGLISH EDUCATION PROGRAM (NCTE) ASSESSMENT OF STUDENT TEACHING**

**Description of Ratings:**

E = Exemplary Level - The candidate demonstrates clear, consistent evidence above and beyond the requirements.
S = Satisfactory Level - The candidate demonstrates clear, consistent evidence which meets all requirements.
N = Needs Improvement - The candidate demonstrates only limited evidence to meet requirements in this area.
□ = Midterm assessment      ■ = Final assessment

**UNDERGRADUATE AND MAT DATA TABLES FOR UNIT STUDENT TEACHING ASSESSMENT**

Student Teaching Evaluation Standards	Score Range	Mid Placmt	End Placmt	Mid Placmt	End Placmt
		Fall 2006 n=18	Fall 2006 n=18	Spring 2007 n=13	Spring 2007 n=13
1A (NCTE 3.1—3.7)	1-3	2.42	2.72	2.31	2.38
1B	1-3	2.32	2.67	2.38	2.69
1C (NCTE 4.5—4.8)	1-3	2.21	2.72	2.23	2.38
1D	1-3	2.53	2.78	2.54	2.62
Overall Standard 1 (Rubric)	1-3	2.32	2.72	2.31	2.46
2A (NCTE 4.4)	1-3	2.58	2.89	2.69	2.62
2B (NCTE 4.4)	1-3	2.37	2.72	2.62	2.62
2C	1-3	2.21	2.61	2.38	2.38
2D (NCTE 2.5)	1-3	2.16	2.44	2.31	2.38
Overall Standard 2 (Rubric)	1-3	2.37	2.61	2.46	2.62
3A	1-3	2.47	2.83	2.62	2.69
3B	1-3	2.32	2.78	2.85	2.85
3C	1-3	2.21	2.61	2.31	2.38
3D (NCTE 2.1)	1-3	2.00	2.50	2.23	2.15
3E (NCTE 2.1)	1-3	2.42	2.78	2.77	2.62
3F	1-3	2.11	2.67	2.46	2.46
Overall Standard 3 (Rubric)	1-3	2.16	2.78	2.46	2.46
4A	1-3	2.16	2.67	2.54	2.69
4B (NCTE 4.1)	1-3	2.47	2.83	2.69	2.62
4C	1-3	2.00	2.61	2.46	2.38
4D (NCTE 2.4)	1-3	2.16	2.61	2.23	2.54
4E (NCTE 4.10)	1-3	2.26	2.72	2.31	2.54
4F	1-3	2.26	2.56	2.54	2.46
4G (NCTE 4.10)	1-3	2.26	2.83	2.54	2.46

4H (NCTE 4.10)	1-3	2.37	2.78	2.38	2.46
4I (NCTE 4.10)	1-3	2.26	2.78	2.54	2.62
Overall Standard 4 (Rubric)	1-3	2.16	2.72	2.46	2.62
5A	1-3	2.53	2.83	2.54	2.46
5B	1-3	2.53	2.72	2.77	2.54
5C	1-3	2.47	2.67	2.85	2.62
5D	1-3	2.37	2.72	2.54	2.62
5E	1-3	2.53	2.83	2.62	2.54
5F (NCTE 2.3)	1-3	2.47	2.72	2.62	2.46
5G	1-3	2.26	2.78	2.08	2.31
Overall Standard 5 (Rubric)	1-3	2.53	2.72	2.46	2.54

### UNDERGRADUATE DATA TABLES FOR UNIT ASSESSMENT STUDENT TEACHING

Student Teaching Evaluation Standards	Score Range	Mid Placmt	End Placmt	Mid Placmt	End Placmt
		Fall 2007	Fall 2007	Spring 2008	Spring 2008
		n=36	n=33	n=	n=
1A (NCTE 3.1—3.7)	1-3	2.42	2.55		
1B	1-3	2.44	2.67		
1C (NCTE 4.5—4.8)	1-3	2.33	2.64		
1D	1-3	2.64	2.79		
Overall Standard 1 (Rubric)	1-3	2.36	2.67		
2A (NCTE 4.4)	1-3	2.75	2.88		
2B (NCTE 4.4)	1-3	2.64	2.67		
2C	1-3	2.31	2.70		
2D (NCTE 2.5)	1-3	2.36	2.67		
Overall Standard 2 (Rubric)	1-3	2.44	2.76		
3A	1-3	2.58	2.79		
3B	1-3	2.75	2.85		
3C	1-3	2.44	2.55		
3D (NCTE 2.1)	1-3	2.28	2.52		
3E (NCTE 2.1)	1-3	2.72	2.94		
3F	1-3	2.39	2.70		
Overall Standard 3 (Rubric)	1-3	2.39	2.79		
4A	1-3	2.33	2.61		
4B (NCTE 4.1)	1-3	2.42	2.73		
4C	1-3	2.39	2.64		
4D (NCTE 2.4)	1-3	2.44	2.61		
4E (NCTE 4.10)	1-3	2.50	2.79		
4F	1-3	2.36	2.64		
4G (NCTE 4.10)	1-3	2.44	2.79		
4H (NCTE 4.10)	1-3	2.39	2.70		

4I (NCTE 4.10)	1-3	2.39	2.70		
Overall Standard 4 (Rubric)	1-3	2.47	2.70		
5A	1-3	2.75	2.73		
5B	1-3	2.75	2.85		
5C	1-3	2.81	2.85		
5D	1-3	2.78	2.82		
5E	1-3	2.56	2.76		
5F (NCTE 2.3)	1-3	2.61	2.70		
5G	1-3	2.42	2.70		
Overall Standard 5 (Rubric)	1-3	2.72	2.73		

### MAT DATA TABLES FOR UNIT ASSESSMENT IN STUDENT TEACHING

Student Teaching Evaluation Standards	Score Range	Mid Placmt	End Placmt	Mid Placmt	End Placmt
		Fall 2007 n=3	Fall 2007 n=3	Spring 2008 n=	Spring 2008 n=
1A (NCTE 3.1—3.7)	1-3	2.67	2.67		
1B	1-3	2.67	2.33		
1C (NCTE 4.5—4.8)	1-3	2.67	2.33		
1D	1-3	2.67	2.67		
Overall Standard 1 (Rubric)	1-3	2.67	2.67		
2A (NCTE 4.4)	1-3	2.67	2.67		
2B (NCTE 4.4)	1-3	2.67	2.67		
2C	1-3	2.33	2.67		
2D (NCTE 2.5)	1-3	2.67	2.67		
Overall Standard 2 (Rubric)	1-3	2.67	2.67		
3A	1-3	2.67	2.67		
3B	1-3	2.67	2.67		
3C	1-3	2.67	2.33		
3D (NCTE 2.1)	1-3	1.67	2.00		
3E (NCTE 2.1)	1-3	2.33	2.00		
3F	1-3	2.67	2.67		
Overall Standard 3 (Rubric)	1-3	2.33	2.00		
4A	1-3	2.33	2.33		
4B (NCTE 4.1)	1-3	3.00	2.67		
4C	1-3	2.33	2.33		
4D (NCTE 2.4)	1-3	2.67	2.67		
4E (NCTE 4.10)	1-3	2.33	2.33		
4F	1-3	2.67	2.33		
4G (NCTE 4.10)	1-3	2.67	2.33		
4H (NCTE 4.10)	1-3	2.67	2.33		
4I (NCTE 4.10)	1-3	2.33	2.33		

Overall Standard 4 (Rubric)	1-3	2.67	2.67		
5A	1-3	2.67	2.67		
5B	1-3	2.33	2.33		
5C	1-3	2.67	2.33		
5D	1-3	2.67	2.67		
5E	1-3	2.67	2.33		
5F (NCTE 2.3)	1-3	2.67	2.67		
5G	1-3	1.67	2.67		
Overall Standard 5 (Rubric)	1-3	2.67	2.67		

**NCTE Student Teaching Assessment:** Below is a supplemental assessment that Integrated Language Arts faculty developed. Although the Unit Student Teaching Assessments cross-references 18 NCTE standards, this supplemental assessment will yield further data about how extensively candidates are meeting NCTE standards. Only in the fall of 2007 have we worked this supplemental assessment into the student teaching formal assessment procedure.

NCATE/NCTE Standards for AYA Integrated Language Arts to be assessed during student teaching [The Acceptable/Not Acceptable format follows NCTE/NCATE format]

**2.1 Create an inclusive and supportive learning environment in which all students can engage in learning [2b, 2c, 3a, and 3f on Unit Assessment of Student Teaching]**

- \_\_\_ Acceptable: Create an inclusive and supportive learning environment in which all students can engage in learning
- \_\_\_ Not Acceptable: Show little evidence of creating an inclusive and supportive learning environment in which all students can engage in learning

**2.2 Use English Language Arts to help their students become familiar with their own and others' cultures**

- \_\_\_ Acceptable: Use ELA to help their students become familiar with their own and others' cultures
- \_\_\_ Not Acceptable: Show little evidence in using ELA for helping their students to become familiar with their own and others' cultures

**2.5 Make meaningful connections between the English Language Arts curriculum and developments in culture, society, and education**

- \_\_\_ Acceptable: Make meaningful connections between the ELA curriculum and developments in culture, society, and education

\_\_\_ Not Acceptable: Show a lack of understanding of how the English language arts curriculum, teachers, students, and education in general are influenced by culture, social events, and issues

## **2.6 Engage their students in activities that demonstrate the role of arts and humanities in learning**

\_\_\_ Acceptable: Engage their students in activities that demonstrate the role of arts and humanities in learning

\_\_\_ Not Acceptable: Demonstrate little evidence of promoting the arts and humanities in the learning of their students

### **3.1.1 Use knowledge of students' language acquisition and development as a basis for designing appropriate learning activities that promote student learning**

\_\_\_ Acceptable: Use knowledge of students' language acquisition and development as a basis for designing appropriate learning activities that promote student learning

\_\_\_ Not Acceptable: Demonstrate a limited knowledge of students' language acquisition and development processes

### **3.1.2 Demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning and in their students' learning of English Language Arts**

\_\_\_ Acceptable: Demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning and in their students' learning of ELA

\_\_\_ Not Acceptable: Demonstrate little understanding of how reading, writing, speaking, listening, viewing, and thinking are interrelated areas of the ELA experience

### **3.1.4 Know and respect diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles and show attention to accommodating such diversity in their teaching**

\_\_\_ Acceptable: Know and respect diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles and show attention to accommodating such diversity in their teaching

\_\_\_ Not Acceptable: Show lack of respect for, and little knowledge of, diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles

### **3.1.5 Demonstrate knowledge of the evolution of the English language and the historical influences on its various forms and use this knowledge in their teaching**

\_\_\_ Acceptable: Demonstrate knowledge of the evolution of the English language and the historical influences on its various forms and use this knowledge in their teaching

\_\_\_ Not Acceptable: Demonstrate little knowledge of the evolution of the English language and the historical influences on its various forms

**3.1.7 Use their knowledge of semantics, syntax, morphology, and phonology in teaching their students how to use oral and written language**

\_\_\_ Acceptable: Use their knowledge of semantics, syntax, morphology, and phonology in teaching their students how to use oral and written language

\_\_\_ Not Acceptable: Show little knowledge of semantics, syntax, morphology, and phonology or their applications to teaching

**3.4.1 Use a variety of writing strategies to generate meaning and clarify understanding and draw upon that knowledge and skill in their teaching**

\_\_\_ Acceptable: Use a variety of writing strategies to generate meaning and clarify understanding and draw upon that knowledge and skill in their teaching

\_\_\_ Not Acceptable: Use a limited number of writing strategies to generate meaning and clarify understanding

**3.6.1 Understand how media can influence constructions of a text's meaning, and how experiencing various media can enhance students' composing processes, communication, and learning**

\_\_\_ Acceptable: Understand how media can influence constructions of a text's meaning, and how experiencing various media can enhance students' composing processes, communication, and learning

\_\_\_ Not Acceptable: Exhibit a lack of understanding of the influence of media on culture and on people's actions and communications

**3.6.2 Show an ability to construct meaning from media and nonprint texts, and to assist students in learning these processes**

\_\_\_ Acceptable: Show an ability to construct meaning from media and nonprint texts, and to assist students in learning these processes

\_\_\_ Show little understanding of how to construct meaning from media and nonprint texts

**4.1 Examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts [4b on Unit Assessment of Student Teaching]**

\_\_\_ Acceptable: Examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts

\_\_\_ Not Acceptable: Show limited experience in examining, and selecting resources for instruction, such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts

**4.4 Create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity race, language, culture, gender, and ability [2b and 2d on Unit Assessment of Student Teaching]**

\_\_\_ Acceptable: Create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability

\_\_\_ Not Acceptable: Show limited ability to create learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability

#### **4.6 Engage students in critical analysis of different media and communications technologies**

\_\_\_ Acceptable: Engage students in critical analysis of different media and communications technologies

\_\_\_ Not Acceptable: Show limited ability to enable students to respond critically to different media and communications technologies

#### **4.7 Engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication**

\_\_\_ Acceptable: Engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication

\_\_\_ Not Acceptable: Demonstrate infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication

#### **4.9 Demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts**

\_\_\_ Acceptable: Demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts

\_\_\_ Not Acceptable: Demonstrate limited ability to provide students with relevant reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.

#### **4.10 Integrate assessment consistently into instruction by**

\_\_\_ Acceptable: using a variety of formal and informal assessment activities and instruments to evaluate processes and products [**Unit Assessment of Student Teaching: 4g: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson; and 4i: Monitors and assesses learning by using a variety of means (e.g. pre- and post-tests, observation, questioning techniques, assignments and tests, reflective journals, demonstrations, etc.) and documents student growth**]

\_\_\_ Not Acceptable: failing to use formal and informal assessment activities and instruments to evaluate students' work

and

\_\_\_ Acceptable: creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences

**[Unit Assessment of Student Teaching: 4g: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson; and 4i: Monitors and assesses learning by using a variety of means (e.g. pre- and post-tests, observation, questioning techniques, assignments and tests, reflective journals, demonstrations, etc.) and documents student growth; and 5g: Communicates with parents, guardians, and other colleagues about student learning]**

\_\_\_ Not Acceptable: Failing to employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and others

**NCTE Note: The supplementary assessment above does not adequately define the performance expectation levels. In the future, the program is encouraged to do the same meticulous definition of performance levels that appear in the primary student teaching evaluation document.**

**UNDERGRADUATE CANDIDATES:**

NCTE / NCATE Standards	Score Range	Fall 2007
Standard 2.1	0-1	0.95 n=22
Standard 2.2	0-1	0.95 n=22
Standard 2.5	0-1	0.91 n=22
Standard 2.6	0-1	0.82 n=22
Standard 3.1.1	0-1	0.68 n=22
Standard 3.1.2	0-1	0.95 n=22
Standard 3.1.4	0-1	0.91 n=22
Standard 3.1.5	0-1	0.55 n=22
Standard 3.1.7	0-1	0.82 n=22
Standard 3.4.1	0-1	0.95 n=22
Standard 3.6.1	0-1	0.84 n=19
Standard 3.6.2	0-1	1.00 n=21
Standard 4.1	0-1	0.95 n=22
Standard 4.4	0-1	1.00 n=22
Standard 4.6	0-1	0.86 n=22
Standard 4.7	0-1	0.91 n=22
Standard 4.9	0-1	0.81 n=21
Standard 4.10a	0-1	0.95 n=22
Standard 4.10b	0-1	0.95 n=22

**MAT CANDIDATES**

NCTE / NCATE Standards	Score Range	Fall 2007
Standard 2.1	0-1	0.67 n=3
Standard 2.2	0-1	1.00 n=3

Standard 2.5	0-1	1.00 n=3
Standard 2.6	0-1	0.67 n=3
Standard 3.1.1	0-1	0.67 n=3
Standard 3.1.2	0-1	1.00 n=3
Standard 3.1.4	0-1	0.67 n=3
Standard 3.1.5	0-1	0.67 n=3
Standard 3.1.7	0-1	0.67 n=3
Standard 3.4.1	0-1	0.67 n=3
Standard 3.6.1	0-1	1.00 n=3
Standard 3.6.2	0-1	1.00 n=3
Standard 4.1	0-1	0.67 n=3
Standard 4.4	0-1	1.00 n=3
Standard 4.6	0-1	1.00 n=3
Standard 4.7	0-1	0.67 n=3
Standard 4.9	0-1	0.67 n=3
Standard 4.10a	0-1	0.67 n=3
Standard 4.10b	0-1	1.00 n=3

## ASSESSMENT 5

### IMPORTANT NOTE:

**This representative example is provided as a sample of how a program may present information for Assessment 5. Duplication of this sample does NOT guarantee any particular review outcome. This sample was last revised on October 15, 2007.**

Assessment 5 demonstrates candidate effects on student learning. NCTE standards that could be addressed in this assessment include but are not limited to Standard 4. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Reviewers will typically expect to find clear evidence of the engagement of candidates with student learning and evidence of the effects of that engagement within this assessment. Such evidence might focus upon candidates' ability to plan and carry out a particular teaching task with students that generates student performance data that the candidate then can be called upon to analyze in terms of improved student achievement. Such tasks are addressed in an NCATE paper "Student Learning in NCATE Accreditation" (Emerson J. Elliott, July 8, 2004). The paper suggests a core of activities in which the candidate carries out the following:

- undertakes a diagnosis (pre-test) of P–12 student learning in some area the candidate will teach;
- plans an appropriate sequence of instruction to advance P–12 student learning and teaches in ways that engage P–12 students who bring differing background knowledge and learning needs;
- conducts some concluding assessment (or post-test);
- documents the student learning that did or did not occur;
- reflects on changes in teaching that might improve results.

Another avenue might be the use of an instrument by cooperating teachers that analyzes the impact of the candidate's work on student achievement or specific components within the student teaching or other field experiences that provide reliable and valid data about the impact of candidate performance on student learning. However, if such assessments are used, the elements of this performance being assessed must be clearly identified along with the rubric/scoring criteria used. Generic assessments are insufficient by themselves (see note below). Another possibility is to ask employers for their views of how graduates have affected student learning. Such surveys should, of course, contain direct links to NCTE standards that relate to student learning. Still another source might be district or school assessments of recent graduates' impact on student learning. The latter, though useful evidence, may prove difficult to align directly with NCTE standards because of the generic assessments and data typically relied upon by districts. The rubrics for Standard 2 and 4 in the complete text of the NCTE/NCATE Program Standards can offer valuable clues as to the kinds of performance that might be assessed in relation to student learning. **Note:** *Caution is advised if the program elects to use a generic assessment; clear identification of the specific NCTE/NCATE standards being addressed by generic elements within an assessment is required, and scoring rubrics and candidate performance data should be reported in a similar fashion.*

**The representative sample below was designed by the program to build upon the more generic assessment used by the unit across all content areas; however the program has modified the assessment to adequately reflect the cited NCTE/NCATE Program Standards and provide sufficient evidence that those standards are being met during the assessment as described by the program.**

The performance scale or rubric is standardized for all the elements of the assessment which does not give the candidate or the supervisor the range and depth of evidence that a more robust rubric, tailored for each of the elements of the assessment would; again, it is an adequate way to judge the effect that candidates have on student learning. In order to raise this assessment to the level of target, the program would need to show a total rubric for each part of the assessment.

1. The **P-12 Student Learning Assessment** instrument is a performance checklist to evaluate each candidate's ability to analyze his/her effects on student learning and use this analysis to inform instruction and develop as a professional. The **P-12 Student Learning Assessment**, which is completed by the instructor of 36406, The Student Teaching Seminar, evaluates each candidate's performance on the "Lesson Study" assignment which is a Seminar requirement.

The Seminar is a discipline-specific seminar for English teacher candidates. It is a series of 120-minute seminars which meet every 2-3 weeks in the late afternoons during the Student Teaching semester. In the weeks just prior to beginning the student teaching semester, each teacher candidate has a one-credit fieldwork course (36407 Fieldwork 3), an opportunity to become familiar with each of the two placement sites. Fieldwork 3, the Student Teaching Seminar, and each student teaching placement are each graded on the basis of satisfactory/fail. The student teacher can become a program completer only by earning a satisfactory grade in each of the four experiences.

#### Assessment Context

This Assessment was developed in 2004-2005 by a subcommittee in collaboration with the faculty as a whole. Its final version was accepted by the faculty in fall 2005 and put into use that same semester by the one faculty member who taught the only section offered of the Student Teaching Seminar and who had been involved in the assessment's development. The following semester, Spring 2006, two sections of the Student Teaching Seminar were offered; therefore, a second faculty member was trained in using the assessment. The Assessment was customized to make the NCTE standards more explicit for the fall 2006 administration. The instrument has not been statistically analyzed for validity or reliability; this analysis may be performed in the future now that we have data with which to work. However, the instrument's content validity is strong based on feedback from instructors.

Candidates are informed of "The Lesson Study" assignment and its assessment rubric during the Student Teaching Seminar. They have multiple opportunities to receive feedback on the "The Lesson Study" assignment during a "Lesson Study Inquiry" (a structured conversation focused on each candidate's lesson study) held during Seminar. Candidates are also given the opportunity to revise their Lesson Study. Candidates who are unable to complete a Lesson Study reflecting acceptable performance levels will not pass The Student Teaching Seminar.

2. Each of the 7 items on the **P-12 Student Learning Assessment** instrument indicates the NCTE standard(s) to which it aligns. All 7 items of the **P-12 Student Learning Assessment** are generic to our Professional Education Unit [PEU]; however, the wording of these items has been customized for the English/Adolescent Program in order to make the alignment explicit. The specific NCTE standards assessed with this instrument are: 2.3; 3.7; 4.0; 4.1; 4.2; 4.9; 4.10.

3. Attachment C depicts candidates' planning performance in accordance with our conceptual framework's value and commitment categories called "Professionalism." The data depict

candidate performance in two semesters, spring and fall 2006. Spring and fall 2006 performance show that candidates were rated at a level of "acceptable" or higher 100% of the time. Averaging both semesters, candidates received "target" ratings over 90% of the time.

4. The **P-12 Student Learning Assessment** data provides evidence that 100% of the English teacher program completers have the pedagogical and professional knowledge, skills, and dispositions to analyze his/her effects on student learning and use this analysis to inform instruction and develop as a professional. We can draw this conclusion because each candidate must demonstrate an "acceptable" level of performance on each and every item in order to receive a grade of "satisfactory" in the Student Teaching Seminar, which is a program requirement.

5. See the following attachments (in order):

### **ATTACHMENT A: Lesson Study Assignment for Student Teaching Seminar**

#### Project 1: Lesson Study

A "lesson study" involves working with colleagues to develop a series of lessons and to examine how this instruction impacts 7-12 grade student learning. (Sometimes our impact is not at all what we wanted or expected!) The goal of lesson study is not necessarily to teach something perfectly and have the evidence to prove it; the goal is to "deprivitize" teaching and to give us all practice in seeding and participating in professional learning communities. (We come from a profession with a history of "know-it-all"; how can we break through this mask of authority and become learners together?) We want you to experience the benefit of working with colleagues to ask hard questions, share the imperfect reality of our teaching, and consider the protean nature of "English" and the variety of ways we might study the impact of our instruction. You will:

1. Examine student prior knowledge in some area you will teach (e.g., pre-test or other means of diagnosis or investigation, such as a survey, teacher observation log, K-W-L chart, student work, etc.)
2. Plan and implement an appropriate sequence of instruction, aligned with state ELA standards, to advance student learning and teach it in a way that meets the needs of diverse students
3. Assess student learning (analyzing post-test results, resulting student work, etc.)
4. Reflect on changes in teaching that might improve your results or increase your impact.
5. Write a brief overview of your Lesson Study, discussing your inquiry and results.

Please put your lesson study project in a folder. The folder should contain:

- a) Lesson Study Overview—Your study and an analysis of student learning
- b) Attachment: Diagnostic (pre-test/survey/K-W-L, etc.)
- c) Attachment: Lesson Plans (see "Lesson Plan Format," **Attachment A**)
- d) Attachment: Assessment (post-test, student writing, log of teacher observations, etc.)  
) Include samples of student work showing the learning (or non/partial learning) that is the subject of your lesson study.
- e) Attachment: Lesson Study Inquiry (Project 2) 1-page write-up (your handout)
- f) Attachment: Reflective Synthesis of Lesson Study Inquiry (Project 2). This will be 3-4 pages. Remember to quote your peers and supervisors.

Assessment:

Your grade of “target,” “acceptable,” or “re-do” is based on the “P-12 Student Learning Experience Assessment Rubric” (**Attachment B**) and

- **Completeness:** Is everything included in your folder? Did you complete all project steps?
- **Scholarship:** Does the overall project and seminar inquiry demonstrate inquiry, intellectual growth, and professionalism?

**NCTE Note: The rubric that follows has minimally and generically defined the levels of performance. For this assessment to meet the “target” level, the rubric performance levels for each standard need to be specifically defined.**

**ATTACHMENT B: P-12 Student Learning Assessment Scoring Guide**

**P-12 Student Learning Experience Assessment Rubric (English Adolescence)**

**Essential Components of P-12 Learning Experience**

- The Learning Experience is implemented with student(s) in an age group and content area appropriate to certification;
- The Learning Experience is aligned with state Learning Standards and reflects a carefully planned sequence of activities;
- The Learning Experience includes multiple, varied and appropriate assessments that are used for formative and summative evaluation of student learning; and
- The Learning Experience demonstrates candidate’s ability to reflect upon and analyze the quality of student learning.

**Performance Scale:**

Not assessed – Not evaluated, not seen, not applicable

Unacceptable – Candidate does not meet minimum program criteria

Focus for further growth – Effort is observed, but continued practice is necessary to demonstrate candidate’s competency

Acceptable – Candidate meets program criteria with competency

Target – Candidate meets program criteria with a high level of competency or exceeds expectations

<b>Professionalism</b>					
	<b>Not assessed</b>	<b>Unacceptable</b>	<b>Focus</b>	<b>Acceptable</b>	<b>Target</b>
1. Candidate plans learning experiences that reflect not only strong knowledge of learning standards and the English language arts, but the ability to integrate this knowledge with students and teaching. (NCTE 4.0)					
<b>Comments/Examples:</b>					
	<b>Not assessed</b>	<b>Unacceptable</b>	<b>Focus</b>	<b>Acceptable</b>	<b>Target</b>
2. Candidate selects/creates instructional materials and plans activities that support student understanding of conceptual knowledge and skills in the English language arts. (NCTE 4.1: selects/creates instructional material consistent with what is known about student learning in the ELA; NCTE 4.9: teach a wide variety of reading comprehension strategies to making and monitoring meaning in both print and nonprint texts)					
<b>Comments/Examples:</b>					
	<b>Not assessed</b>	<b>Unacceptable</b>	<b>Focus</b>	<b>Acceptable</b>	<b>Target</b>
3. Candidate implements learning experiences that are meaningful and differentiates instruction to engage student(s). (NCTE 4.2: creates varied group structures for group interactions and providing opportunities for feedback and reflection)					
<b>Comments/Examples:</b>					

	Not assessed	Unacceptable	Focus	Acceptable	Target
4. Candidate chooses, designs and implements appropriate assessments to determine and analyze student learning (NCTE 4.10)					
<b>Comments/Examples:</b>					
	Not assessed	Unacceptable	Focus	Acceptable	Target
5. Candidate interprets individual and group results of any assessments to determine the extent to which student(s) demonstrate appropriate development in particular content learning, cognitive or social skills (NCTE 4.10)					
<b>Comments/Examples:</b>					
	Not assessed	Unacceptable	Focus	Acceptable	Target
6. Candidate identifies teaching moments that are effective or problematic from a variety of perspectives, reflecting his/her knowledge of research theories and findings in the English language arts (NCTE 3.7)					
<b>Comments/Examples:</b>					
	Not assessed	Unacceptable	Focus	Acceptable	Target
7. Candidate adjusts instruction, learning environment, or instructional materials based on his/her self-analysis while teaching, reflecting a positive attitude toward reflective practice and his/her knowledge of research theories and findings in the English language arts and (NCTE 2.3; 3.7).					
<b>Comments/Examples:</b>					

Candidate \_\_\_\_\_ Grade Level \_\_\_\_\_ Semester (check one)  F \_\_\_\_\_  Sp \_\_\_\_\_  Su \_\_\_\_\_

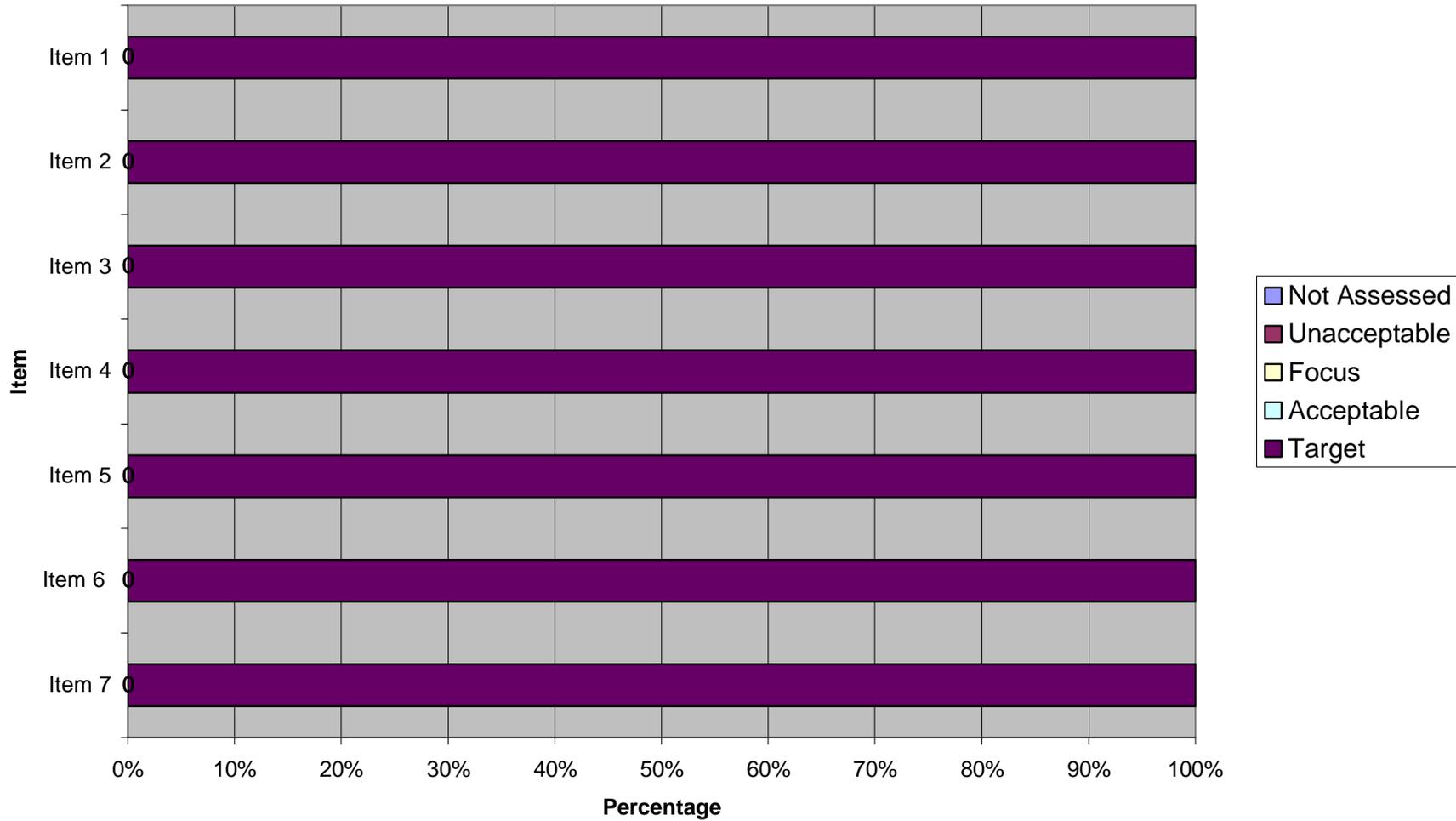
Assessor's Name \_\_\_\_\_ Position (check one)  Candidate  College Faculty

Assessor's Signature \_\_\_\_\_ Date \_\_\_\_\_

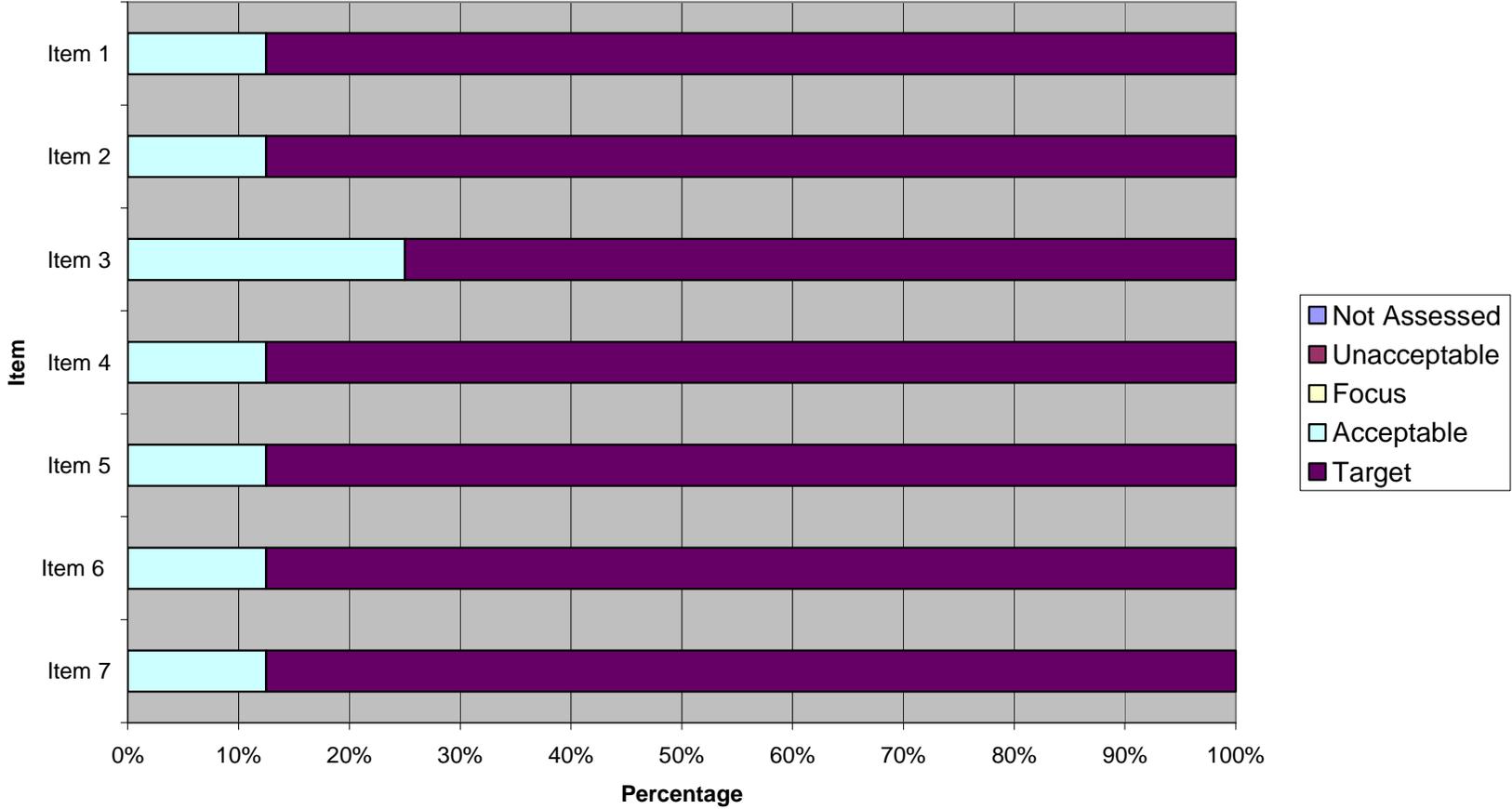
Fall 2006

**ATTACHMENT C: Candidate Data (see following tables)**

**P-12 Student Learning Assessment  
Graduate English 7-12  
Fall 2006 (N = 5)**



**P-12 Student Learning Assessment  
MAT English 7-12  
Spring 2006 (N = 8)**



## ASSESSMENT 6

### IMPORTANT NOTE:

**These representative examples are provided as a sample of how a program may present information for Assessment 6. Duplication of this sample does NOT guarantee any particular review outcome. This sample was last revised on April 25, 2008; the next on October 7, 2007.** The program should clearly address candidates' dispositions in relation to NCTE Standard 2.0 in this final required assessment (**Assessment 6**) if this standard has not been addressed fully in other cited assessments. If NCTE Standard 2 has been addressed, then the program can use this sixth required assessment to address standards that have not appeared in previous assessments or use the assessment as an opportunity to provide additional evidence to strengthen the case for addressing certain standards. Examples include but are not limited to candidate evaluations in field experiences, candidate dispositions as reflected in portfolio tasks, reflection/learning logs, candidate pedagogy performance, and/or candidate impact on student learning, or perhaps follow-up studies that demonstrate candidate dispositions.

**This representative example shows how a program has designed an assessment that focuses on candidate attitudes/dispositions.**

### Assessment #6 Critical Dispositions

#### **1. Brief Description of the Assessment and Its Use in the Program**

Candidates are evaluated on ten critical dispositions deemed essential for success in education at three decision points in their teacher education course of study: 1) Admission to the Teacher Education Program; 2) Enrollment in Clinical Practice Experience; and 3) Program Completion (Exit). Candidates are introduced to these dispositions in their first education course and continue to discuss them across their course of study. Cooperating teachers and supervisors are all trained to use the rubric before evaluating these dispositions.

Because the Unit's Conceptual Framework underscores the developmental aspect of teacher education, unit faculty and clinical instructors (including cooperating practitioners) are expected to model these dispositions and to provide guided practice. While course instructors may file Critical Dispositions Counseling Reports based on behaviors evidenced on campus in order that advisors follow up with candidates, actual ratings on the dispositions are based only on behaviors demonstrated in field settings. Disposition ratings are triangulated (candidate self-evaluation, cooperating teacher feedback, and college supervisor feedback) in order to increase the trustworthiness of the data.

#### **2. Description of How Assessment Aligns with the Standards Cited in Section III**

The following are the Unit's Critical Dispositions (parentheses indicate alignment with NCTE Standard 2.0):

- 1 A ***Hard-Working*** candidate is responsible, reliable, and punctual and fulfills requirements in a timely manner.
- 2 A ***Principled*** candidate values and tries to act upon the principles of honesty, fairness, mutual respect and compassion. (NCTE 2.1)
- 3 A ***Resourceful*** candidate demonstrates initiative by consulting with others to solve

problems. (NCTE 2.5; 2.6)

4 An **Open-Minded** candidate is willing to learn about others, tries to be non-judgmental and is open to diverse points of view. (NCTE 2.2)

5 An **Organized** candidate handles multiple tasks and demands adequately.

6 A **Collegial** candidate is a productive colleague and can take suggestions and constructive criticism. (NCTE 2.3)

7 An **Inquisitive** candidate is open to new ideas, asks good questions and often seeks out answers. (NCTE 2.4)

8 A **Flexible** candidate is able to adjust, redirect, and deal with the unexpected.

9 A **Positive** candidate finds good in most situations and looks for ways to be successful.

10 A **Social** candidate interacts effectively with colleagues, students and parents.

### **3. Brief Analysis of Data Findings**

Generally, Integrated Language Arts candidates were able to meet or exceed expectations on the Critical Dispositions required of teacher education program graduates at the university. Only two of the nine completers over the last three years were rated as marginal on any of the ten critical dispositions (both received 2 ratings on two of the ten dispositions). The data reported for Assessment # 6 were derived at the Exit Benchmark (Student Teaching). The ratings appeared on the supervisor’s final evaluation form but were based on feedback from the candidate and the cooperating teacher as well as on conclusions drawn by the supervisor.

### **4. Interpretation of How Data Provides Evidence of Meeting Standards**

NCTE Standard 2.0 (Attitudes for English Language Arts) was addressed through Critical Dispositions established by the Unit. While one candidate had a marginal rating on “Inquisitive” which aligned with Standard 2.4 as well as a marginal rating on “Hard Working” and a second candidate struggled with “Hard Working” and “Social” dispositions, candidates generally were able to demonstrate the ten dispositions and to translate them into instruction or classroom environments that encouraged students to develop them as well.

### **5A./5B. Assessment Tool and Scoring Guide**

<b>Scoring Guide for Teacher Education Critical Dispositions</b>				
<b>Disposition</b>	<b>Exceeds Expectation 4</b>	<b>Meets Expectation 3</b>	<b>Uneven or Marginal Performance 2</b>	<b>Unacceptable Performance 1</b>
<b>Hard Working</b>	<ul style="list-style-type: none"> <li>is responsible, reliable, punctual</li> <li>is a self-starter who is generous with time, talents, and resources</li> </ul>	<ul style="list-style-type: none"> <li>is responsible, reliable, punctual</li> <li>fulfills requirements in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>has trouble with lateness, absence</li> <li>has trouble meeting deadlines</li> </ul>	<ul style="list-style-type: none"> <li>does not meet commitments</li> <li>does not meet deadlines</li> </ul>
<b>Principled</b>	<ul style="list-style-type: none"> <li>values and acts upon the principles of honesty, fairness, mutual respect, and compassion</li> </ul>	<ul style="list-style-type: none"> <li>values and tries to act upon the principles of honesty, fairness, mutual respect, and compassion</li> </ul>	<ul style="list-style-type: none"> <li>values but frequently fails to act upon the principles of honesty, fairness, mutual respect, and compassion</li> </ul>	<ul style="list-style-type: none"> <li>neither values and acts upon the principles of honesty, fairness, mutual respect, and compassion</li> </ul>

<b>Resourceful</b>	<ul style="list-style-type: none"> <li>demonstrates initiative by consulting with others as well as developing own solutions to problems.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates initiative by consulting with others to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>generally relies on others to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>always relies on others to solve problems.</li> </ul>
<b>Open-Minded</b>	<ul style="list-style-type: none"> <li>is eager to learn about others</li> <li>is non-judgmental</li> <li>welcomes diverse points of view</li> </ul>	<ul style="list-style-type: none"> <li>is willing to learn about others</li> <li>tries to be non-judgmental</li> <li>is open to diverse points of view</li> </ul>	<ul style="list-style-type: none"> <li>has trouble listening to others</li> <li>can be insensitive to others</li> <li>has trouble with diverse points of view</li> </ul>	<ul style="list-style-type: none"> <li>fails to listen to others</li> <li>insensitive and judgmental</li> <li>refuses to entertain any viewpoint other than his/her own</li> </ul>
<b>Organized</b>	<ul style="list-style-type: none"> <li>handles multiple tasks and demands efficiency</li> </ul>	<ul style="list-style-type: none"> <li>handles multiple tasks and demands adequately</li> </ul>	<ul style="list-style-type: none"> <li>has trouble with multiple tasks and/or demands</li> </ul>	<ul style="list-style-type: none"> <li>cannot handle multiple tasks and demands</li> </ul>
<b>Collegial</b>	<ul style="list-style-type: none"> <li>is a colleague or member</li> <li>can give and take suggestions and constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>is a productive colleague or team member</li> <li>can take suggestions and constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>has let a colleague or team down several times</li> <li>responds defensively to suggestions and constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>is undependable, self-centered, or excessively controlling</li> <li>refuses all suggestions and constructive criticism</li> </ul>

### 5C. Candidate Data Derived from Assessment

#### Assessment #6 Critical Dispositions: Frequency Distributions of Ratings on Critical Dispositions at Exit for 2005-2007 Completers\*

	2005 Ratings				2006 Ratings				2007 Ratings			
	4	3	2	1	4	3	2	1	4	3	2	1
Hard-Working	2		(1)		1(1)		1		1	2		
Principled	2	(1)			2(1)				2	1		
Resourceful	2	(1)			2(1)				2	1		
Open-Minded	2	(1)			2(1)				2	1		
Organized	2	(1)			1(1)	1			2	1		
Collegial	2	(1)			1(1)		1		1	2		
Inquisitive	2	(1)			1(1)	1			2	1		
Flexible	1 (1)	1			2(1)				2	1		
Positive	2				2(1)				2	1		
Social	2		(1)		2	(1)			2	1		

4= Exceeds Expectations    3= Meets Expectations    2=Marginal Performance    1= Does Not Meet Expectations.

- Numbers in parentheses are post-baccalaureate candidates.

The following representative example was designed by a program to provide a full demonstration of their candidates' ability to plan, teach, and reflect on the quality of teaching and its impact on student learning. This is a summative portfolio assessment that addresses more than NCTE/NCATE Program Standard 2.0, providing evidence of successful teaching strategies across the discipline based on candidate's knowledge and understanding of both the NCTE/NCATE Program Standards and the state required Praxis III (or Pathwise) domains and criteria. The rubric presented is aligned only with the NCTE/NCATE Program Standards and, although there is a claim that further alignment with Praxis III domains is a part of the assessment, no evidence was supplied in the rubric to show that.

## **Integrated Language Arts Key Assessment 6: Electronic Exit Portfolio**

Narrative

### 1. Description of the Assessment and its use in the Program

Within the Integrated Language Arts (ILA) program, Key Assessment 6, the Electronic Exit Portfolio (EEP), functions to demonstrate each candidate's ability to plan, teach, and reflect on the quality of teaching and its impact on student learning. Portfolios provide evidence of candidates' ability to synthesize their teacher preparation and practice through the collection of, organization of, and reflection on evidence of their emerging pedagogical content knowledge. For this assignment, the teacher candidate is required to demonstrate a clear understanding of major concepts, principles, theories, standards, and research related to language arts curriculum and assessment through purposeful selection and organization.

Currently, the Electronic Exit Portfolio has been developed over the last three semesters in relatively simple presentational (PowerPoint) software; however it is anything but a simple presentational tool. Candidates design a complex, multi-dimensional document that can be navigated using several pathways, and that contains hyperlinks within the document that allow readers to navigate to other locations in the document, and to access attachments that contain evidence of successful teaching practices. When we began this project, it was clear that the Praxis III or Pathwise domains and criteria were a logical structural device; candidates would use these 19 criteria as the framework, the skeleton, upon which to hang the evidence, artifacts, and reflections that flesh out the rest of the portfolio. However, as the NCATE process has become more integral to our everyday work, we have introduced NCATE terminology ("candidates" and "students," "key assessments," etc.) and a good number of NCTE standards which can best be addressed through the electronic, or e-portfolio. As a result, students now have learned to create a very sophisticated PowerPoint that can be navigated using Pathwise domains along one pathway, and NCTE Standards along another pathway. While there are some similarities or overlap between Pathwise and NCTE standards, we felt that the e-portfolio was most navigable when both structures were in place, in particular because this document is looked at by a number of stakeholders—cooperating teachers, university supervisors, methods professors, potential employers—for various purposes, and we felt that the two discreet navigational maps needed to be available for them.

While the Electronic Exit Portfolio is created and evaluated in the methods course, it also has a life beyond the grade of that classroom; it is used twice during the professional year. Methods students develop the portfolio during the time they are on campus designing their units and studying their school's literacy culture, but this development really engages during the 4-5 weeks they are in the field teaching and gathering evidence. However, because many NCTE standards call for candidates to engage in extensive teaching practices, which cannot be accomplished in methods

alone, the EEP is developed further during student teaching, and is used by university supervisors and cooperating teachers during exit interviews to assess the teacher candidate and to help the candidate reflect on and articulate strengths and weaknesses, and then use this assessment process to improve practice and impact on student learning. As such, this EEP is not just another hollow methods assignment, but a tool for authentic self-assessment throughout the Professional Year. In addition, there are four NCTE/NCATE Program Standards or indicators included in the EEP which are used within the Assessment of Student Teaching to assess candidates' dispositions.

## 2. Description of Assessment's Alignment with NCTE Standards

The beauty of the Electronic Exit Portfolio (EEP), much like other similar key assessments such as the Integrated Language Arts unit, is that it is an authentic learning experience, completely aligning NCTE standards, Pathwise domains, and the conceptual framework of the College of Education. Rather than attempt to interpret and translate percentage grades on a test, this assignment is scored directly by means of a rubric of 22 NCTE/NCATE Program Standards. Given the portfolio's comprehensive scope, it is well-suited to addressing a range of NCTE standards. In this portfolio, candidates don't merely deposit teaching artifacts; they must use the EEP to engage NCTE standards, but also to fully engage the role of the reflective practitioner who uses systematic reflection to improve practice and then to continue the reflection cycle. In other words, this assignment is designed to foster in candidates the elements of a reflective teacher practitioner—one who is broadly and thoroughly prepared, who actively engages the broad educational community, and who shows a lifelong commitment to learning and to all learners. Each candidate gives evidence in his/her portfolio of planning and teaching across multiple NCTE standards and Pathwise domains, creating an environment that is conducive to learning for all students, and assessing their impact on student learning.

## 3. Brief Analysis of the Data Findings

All methods students and student teachers in Fall 2006 completed this assessment. Aggregated data tables illustrate that our candidates are addressing each NCTE standard well beyond the 80% pass rates established by NCATE. In the fall semester 2006, 42 candidates designed and implemented Integrated Language Arts units. These units were assessed against 22 NCTE/NCATE Program Standards. The attached table illustrates candidates' abilities to "effectively plan classroom based instruction." Overall, 97.07% of candidates received either an acceptable or target rating on their unit plan.

**NOTE: A disconnect seems to exist between the program's discussion of the data and the actual data; some rather marked differences in score levels appear in the data charts but are never addressed here or in the section on what they intend to do with the data**

## 4. Interpretation of How Data Provides Evidence for Meeting Standards

The NCTE standards addressed by KA6 include: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2.3, 3.2.4, 3.3.1, 3.3.2, 3.3.3, 3.6.2, 3.6.3, 3.7.1, 4.5, 4.6, 4.7, 4.8, 4.9, and 4.10. Within the language of these standards, candidates are engaged to think deeply about how to effectively plan and implement meaningful learning experiences for their students, and are challenged to engage the full multimodal range of language arts. Within the first four standards of the EEP, candidates document their ability to "create and sustain an inclusive and supportive learning environment" (2.1), they explore their own and student cultures and help students understand their own and others' cultures (2.2), they use reflective practice to adapt their teaching (2.3), and they design and implement teaching that engages

students' critical thinking (2.4). These standards are tightly aligned with Pathwise domains, and with the core concepts of the College of Education's conceptual framework.

#### Plans for Future Directions in Assessment and Program Development

The EEP gives us a comprehensive tool for assessing the range and depth of candidate pedagogical knowledge. But it is not simply a tool for assessing student productivity. By using it in this comprehensive manner, we have already begun to develop our relationship with the cooperating teachers (CTs) and university supervisors with whom we work closely to prepare our candidates. For instance, one of our current challenges is how to get CTs to realize the depth and breadth of the expectations laid upon our methods students and student teachers by these standards. At present, some CTs have strong pre-conceived notions of what candidates are to do in the field, and they assign relatively limited pedagogical experiences for our candidates. This NCATE standard setting process has begun to reshape our relationship with CTs in very useful ways, and the high NCTE standards have now begun to serve as leverage to engage CTs to allow our candidates to engage in more complex, meaningful, pedagogical experiences.

#### Assignment Description

### **Electronic Portfolio**

#### *Integrated Language Arts*

Each ILA teacher education candidate's performance needs to be assessed through the implementation of a summative or "exit" portfolio. Within this portfolio, you are expected to demonstrate the knowledge, skills, and dispositions of a successful teacher education candidate, through the use of artifacts and reflection. Since you will be evaluated as a new teacher based on the PRAXIS III standards, which are based on the four Pathwise domains and 19 criteria you have been studying throughout your program, the electronic portfolio will be grounded in part in the Pathwise domains. However, you are also evaluated on your ability to successfully address the 22 NCATE (National Council for Accreditation of Teacher Education)/NCTE (National Council of Teachers of English Program Standards,. As a result, the portfolio will also be designed around these NCATE/NCTE standards.

The electronic portfolio should be created in a simple presentational format, such as Powerpoint, Dreamweaver, or their equivalent. The goal is to make a professional document that is easily navigable for everyday users, such as your university professors, PRAXIS III reviewers, school principals, cooperating teachers, and university supervisors. You will develop the e-portfolio in methods, and it will be a major piece of the assessment system for this class. However, you will also continue to develop this portfolio into student teaching in order to address some aspects of your teaching that cannot realistically be addressed in the field experience during methods. So, while the portfolio needs to be polished and complete, it is a work in progress, as are your teaching credentials.

The following items represent the bulk of what should be contained in your electronic portfolio, but there are details that can't be articulated here. We will develop them over the semester:

1. Webstyle template with left sidebar (Table of Contents)
2. Title page or home page
3. System for navigating using the Pathwise domains
4. System for navigating using the NCATE/NCTE standards

5. All 4 Pathwise Domains addressed, including a short explanation of each domain
6. Each 19 Pathwise criteria addressed, including the official Pathwise language, a short description of each criteria and how you addressed it, and evidence that illustrates or demonstrates how you addressed the criteria.
7. A reflection page (or more) for each of the 4 Pathwise domains
8. All 22 NCATE/NCTE Program Standards addressed, including the official NCTE standards language, a short description of each standard and how you addressed it, and evidence that illustrates or demonstrates how you addressed the standard
9. Page or pages (slides) of meaningful evidence for each of the 19 Pathwise criteria, and each of the NCATE/NCTE standards
10. Captions/explanations that clearly explain your evidence
11. Important evidence highlighted on documents a clear personal statement of Philosophy of Teaching (imovie format acceptable, but printable text version is important too. Or explain your philosophy in a series of powerpoint slides)
12. Professional appearance: easily navigable, user-friendly, functional links/buttons, logical structure
13. Evidence of technology-enhanced lesson or lessons that you have designed
14. Digital teaching journal (iMovie)

Name	Semester
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Standard	Unacceptable 1	Acceptable 2	Target 3	Suggestions	Score
2.1*	Candidate shows little evidence of creating an inclusive and supportive learning environment in which all students can engage in learning.	Candidate creates an inclusive and supportive learning environment in which all students can engage in learning.	Candidate creates and sustains an inclusive and supportive learning environment in which all students can engage in learning.	<i>Show a strategy for ensuring participation by females, males; Include differentiation strategies in your lessons for students with special needs.</i>	
2.2*	Candidate shows little evidence in using ELA for helping their students to become familiar with their own and others' cultures.	Candidate uses the English language arts to help their students become familiar with their own and others' cultures.	Candidate uses ELA extensively and creatively to help students become more familiar with their own and others' cultures.	<i>Have students write about their own cultures, especially in a grammar/language study project.</i>	
2.3	Candidate demonstrates inconsistency in reflective practice and seldom pursues professional growth and collaboration with colleagues and involvement with appropriate professional organizations.	Candidate demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Candidate uses the results of reflective practice not only to adapt instruction and behavior to assist all students to learn but also to design a well-conceived plan for professional development that features collaboration with the academic community, professional organizations, and others.	<i>Professional Development plan &amp; analysis with CT or USuper; EPort with reflections; join a professional organization; Reflection &amp; adapt instruction as a result</i>	
2.4	Candidate engages in few practices designed to assist students in developing habits of critical thinking and judgment.	Candidate uses practices designed to assist students in developing habits of critical thinking and judgment.	Candidate designs and implements instruction and assessment that assist students in developing habits of critical thinking.	<i>Research paper, digital essay, etc. Do one or more assignments where students do critical thinking.</i>	
2.5	Candidate shows a lack of understanding of how the English language arts curriculum, teachers, students, and education in general are influenced by culture, social events, and issues.	Candidate makes meaningful connections between the ELA curriculum and developments in culture, society, and education.	Candidate makes meaningful and creative connections between the ELA curriculum and developments in culture, society, and education.	<i>Patrick Finn GNR; Make sure you write about language arts and culture; Be creative.</i>	
2.6	Candidate demonstrates little evidence of promoting the arts and humanities in the learning of their students.	Candidate engages students in activities that demonstrate the role of arts and humanities in learning.	Candidate plans and carries out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.	<i>Incorporate art, music, history, etc. into a unit—interdisciplinary unit focused on arts or humanities.</i>	
3.2.3	Candidate exhibits infrequent use of the processes of composing to create various forms of oral, visual, and written literacy.	Candidate uses composing processes in creating various forms of oral, visual, and written literacy of their own and engages students in these processes.	Candidate demonstrates a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy.	<i>Various Formats: essay, digital video, lesson plans, e-portfolio; Teach the composing process in other modalities besides just ink on paper.</i>	
3.2.4	Candidate uses writing, visual images, and speaking for a variety of audiences and purposes.	Candidate demonstrates, through his/her own learning and teaching, how writing, visual images, and speaking can effectively perform a variety of functions for varied audiences and purposes.	Candidate engages students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes.	<i>GNR, Literacy Culture Project, etc. to persuade, inform, etc. If you show that you taught students how to work in multimodalities, you've really nailed this.</i>	

# Electronic Exit Portfolio Rubric

1

Standard	Unacceptable 1	Acceptable 2	Target 3	Suggestions	Score
3.3.1	Candidate shows limited ability to respond to and interpret what is read.	Candidate responds to and interprets, in varied ways, what is read, teaching students how to do this as well.	Candidate integrates into teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty.	<i>Literature Circles; Teach lit circles systematically and show how you integrated it into students' learning</i>	
3.3.2	Candidate shows a lack of knowledge of ways to discover and create meaning from texts.	Candidate discovers and creates meaning from texts and guides students in the same processes.	Candidate uses a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts.	<i>Literature Circles; 7 Ways to Read a Novel; journals; Use a wide range of approaches and teach students to make meaning</i>	
3.3.3	Candidate uses few strategies to comprehend, interpret, evaluate, and appreciate texts.	Candidate uses a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teaches those strategies to students.	Candidate integrates into students' learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts and assess the effectiveness of such strategies in promoting student learning.	<i>Set Induction, RAFT, etc.; Show students how to use them and how to decide which is most appropriate for certain situations</i>	
3.6.2	Candidate shows little understanding of how to construct meaning from media and nonprint texts.	Candidate shows an ability to construct meaning from media and non-print texts, and to assist students in learning these processes.	Candidate uses a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts.	<i>GNR; powerpoint; etc. Develop a variety of approaches and teach students how to use them</i>	
3.6.3	Candidate demonstrates limited knowledge of how to incorporate technology and print/nonprint media into instruction.	Candidate incorporates technology and print/nonprint media into his/her own work and instruction.	Candidate helps students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning.	<i>Powerpoint, webquest, digital video, blog; At minimum, use tech/nonprint; Better yet, teach your students to use these.</i>	
3.7.1	Candidate shows a lack of knowledge of the major sources of research and theory related to English language arts.	Candidate uses major sources of research and theory related to English language arts to support one's teaching decisions.	Candidate reflects on his or her own teaching performances in light of research on, and theories of, how students compose and respond to text and make adjustments in teaching as appropriate.	<i>Include your Philosophy of Teaching Statement; make connections from your philosophy to your actual teaching; this could be done in your Digital Teaching Journal</i>	
4.4*	Candidate shows limited ability to create learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	Candidate creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	Candidate creates opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability.	<i>In your classroom, how do you show respect for various cultures, gender, ability? Better yet, teach a unit or set of lessons on respect for differences. Read a novel and discuss this theme.</i>	

4.5	Candidate demonstrates limited ability to engage students effectively in discussion for the purpose of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	Candidate engages students often in meaningful discussions for the purpose of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	Candidate helps students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms.	<i>Teach students how to discuss literature, their own writing and that of their peers, film &amp; TV, etc. Make all of this language (discourse) explicit for your students. Teach them how to DO ELA.</i>	
4.6	Candidate shows limited ability to enable students to respond critically to different media and communications technologies.	Candidate engages students in critical analysis of different media and communications technologies.	Candidate engages students in critical analysis of different media and communications technologies and their effect on students' learning.	<i>Engaging students is key here, so teach your students how to analyze media, such as textbook, novel, movie, website, newsite vs. blogsite.</i>	

4.7	Candidate demonstrates infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication	Candidate engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication	Candidate integrates throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication	<i>Discussion, speeches, presentations, debate, small-group decision-making, etc.</i>	
4.8	Candidate demonstrates limited ability to engage students in making meaning of texts through personal response.	Candidate engages students in making meaning of texts through personal response.	Candidate engages students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances.	<i>Journaling, Slice of Life Biography, GNRs; The key here is to engage students to connect their lives to the text to make meaning.</i>	
4.9	Candidate demonstrates limited ability to provide students with relevant reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	Candidate demonstrates that students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts	Candidate demonstrates how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teaches a wide variety of such strategies to all students	<i>Show students how content reading to use strategies to construct meaning.</i>	
4.10	Candidate uses assessment in instruction by: 1) failing to use formal and informal assessment activities and instruments to evaluate student work; and 2) failing to employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and others.	Candidate integrates assessment consistently into instruction by: 1) using a variety of formal and informal assessment activities and instruments to evaluate processes and products; and 2) creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.	Candidate integrates assessment consistently into instruction by: 1) establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences; 2) interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction; 3) assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; and 4) explaining to students, parents, and others concerned with education how students are assessed.	<i>Assessment Tests, rubrics, etc. Reporting to parents; Design a rubric along with assignment explanation sheet. Have parents sign on at the beginning. Have parents sign at the end once grade has been given. Create some sort of chart or table to show student progress to a parent, principal, U-Supervisor, etc.</i>	
2.2*	Candidate fails to participate in professional organizations, conferences and inservice workshops to continue professional growth.	Candidate participates in professional organizations, conferences, and inservice workshops to continue professional growth	Candidate takes on a leadership role in some professional organization, conference, or inservice workshop, as well as participates in several professional growth opportunities.	<i>Join state council, NCTE, go to school board meetings, inservices, etc.</i>	

This portfolio is first developed in the methods semester and used to assess student progress at that time. It is used during student teaching as well, as an assessment tool by the university supervisor. Where there is limited evidence during methods of how candidates were able to teach and engage students, there is ample opportunity during student teaching for the candidate, cooperating teacher, and university supervisor to develop a plan for addressing these standards.

\*Standards marked with an \* are combined and used as part of Assessment 4 to address professional dispositions.

Integrated Language Arts  
 Integrated Language Arts Unit  
 NCATE Key Assessment 6  
 Aggregated Data  
 Fall 2006

Number of Students (N=42)

NCTE Standards	Unacceptable	N	Acceptable	N	Target	N	Mean Score
2.3	2.38%	42	69.04%	42	28.57%	42	2.30
2.4	4.76%	42	0.7142	42	23.80%	42	2.20
2.5	0.00%	42	23.80%	42	76.19%	42	2.80
2.6	4.76%	42	88.09%	42	7.14%	42	2.00
3.2.3	0.00%	42	90.47%	42	9.52%	42	2.10
3.2.4	0.00%	42	88.09%	42	11.90%	42	2.10
3.3.1	2.38%	42	90.47%	42	7.14%	42	2.00
3.3.2	4.76%	42	90.47%	42	4.76%	42	2.00
3.3.3	2.38%	42	80.95%	42	16.66%	42	2.10
3.6.2	2.38%	42	92.85%	42	4.76%	42	2.00
3.6.3	2.38%	42	92.85%	42	4.76%	42	2.00
3.7.1	0.00%	42	95.23%	42	2.38%	42	2.00
4.5	2.38%	42	95.23%	42	2.38%	42	2.10
4.6	19.04%	42	76.19%	42	4.76%	42	1.90
4.7	0.00%	42	85.71%	42	14.28%	42	2.20
4.8	0.00%	42	95.23%	42	4.76%	42	2.10
4.9	0.00%	42	92.85%	42	6.97%	42	2.10
4.10	4.76%	42	92.85%	42	2.38%	42	2.00
<b>Overall</b>	<b>2.91%</b>		<b>83.99%</b>		<b>12.95%</b>		<b>2.11</b>
<b>Overall Pass Rate</b>			<b>96.94%</b>				

The Electronic Exit Portfolio is used twice during the Professional year. Methods students develop the portfolio during the time they are on campus designing their units and studying their school's literacy culture, but this development really engages during the 4-5 weeks they are in the field teaching and gathering evidence. However, because many NCTE standards call for candidates to engage in extensive teaching practices, which cannot be accomplished in methods alone, the EEP is developed further during student teaching, and is used by university supervisors and cooperating teachers during exit interviews. The data above reflects this two-tiered approach--including 31 methods students and 11 student teachers.

## ASSESSMENT 7

Assessment 7 offers a program choices in terms of where more evidence may be needed to show candidate performance in relation to particular NCTE/NCATE Program Standards. Program faculty are strongly encouraged to use these assessments as a means for providing a deeper, richer view of what the program expectations are for candidate performance and how the faculty gather the appropriate evidence in relation to key standards. Examples include but are not limited to candidate knowledge, evaluations of field experiences, candidate dispositions, candidate pedagogy performance, candidate impact on student learning, licensure tests not addressed previously, elements of portfolios that address particular standards, or perhaps follow-up studies that demonstrate candidate proficiency.

**The representative sample below was submitted by a program to provide additional evidence for standards cited in other assessments. It was not meant to stand alone for any of the standards and/or their indicators (elements), but rather is a specific assignment in a methods course that reflects a focus on three of the standards within 3.0. The assessment had not been implemented by the program at the time of submission; therefore, there is no data set although the program has designed a rubric for scoring aligned with the cited NCTE/NCATE Program Standards and a data table for displaying the results of the assessment. It was not possible to determine from the submission what percent of the candidate grade in the course is based on this assignment. Also, see note concerning the design of the rubric.**

### Assessment #7 Student Essay Response

**Description:** Candidates enrolled in Teaching of English will study contemporary pedagogical theory and practice of marking and evaluating student writing. Candidates will articulate in writing their own theoretical stances in evaluating and marking, aligning their approaches with their research. Students will then apply their research in marking a sample student essay and provide written guidance for revising and editing the essay.

**Alignment with NCTE Standards:** The Student Essay Response will be used to measure NCTE standards 3.1, 3.4, and 3.7.

#### Attachment IV.7.1 Assignment for Student Essay Response

Methods of Teaching English

Assignment: Responding to and Grading Student-Produced Prose

In this assignment, you will be asked to put into practice all of the theoretical and practical information we have been discussing these past few weeks as you mark, respond to, and actually award a grade to the sample essay written by a real student in a tenth-grade English class at a local high school. Keep in mind that this essay was assigned on a Friday and that the assignment was to produce a complete FIRST DRAFT of an essay which will then be peer-reviewed, looked at and commented upon by the high school teacher, and finally returned to the student author with those peer notes and teacher's suggestions appended so that the student will be able to revise this essay. However, the teacher urged students to produce their best work for this draft, to devote some real time to proofreading, editing, and revising BEFORE even this "first draft" was turned in for the initial peer reading, and students were clearly told that the grade the teacher assigned to this first draft will be averaged with the grade on the revised draft (which you are not seeing at this stage) in order to arrive at the recorded grade for this assignment. This essay is the third major essay assignment of the year, so students have had feedback on two previous multi-drafted essays before writing this essay you are

reading. The class is a regular mainstreamed English II high school class in XXX, XXX. Class size: 25 students. Teacher: 15 years' high school teaching experience, M.A. in English.

Please mark and make marginal notes on the paper itself, keeping in mind all of our discussion about how to mark papers and give instructive, helpful feedback. Keep in mind also some of the other "norming" exercises we have done on single paragraphs of student writing as a class to help guide your feedback. You will have until beginning of class on Thursday to complete your responses/grading of this paper. Do NOT consult one another or discuss this student essay in any form with anyone else.

Your response is **not** to be a **holistic** response but, rather, *specific*, keeping in mind our class discussions about the interconnections between producing written discourse and the close reading of texts (including prompts for writing); critical thinking; audience, purpose, and context considerations; various composing protocols and genre-specific demands; editing protocols; proofreading and revising strategies; standard Edited English guidelines for grammar, punctuation, usage; sense, logic, and interest; and developing a personal prose voice and style. Indeed some (or all) of these considerations should shape your marking and your responses/feedback/grade assigned to the essay.

Next, for every comment you produce on the student's paper, I wish to see YOUR explanation about WHY you responded as you did and HOW your comments will help improve the student's writing. These responses will, of course, be produced on separate paper and will be turned in to me. Such responses would help you discuss the paper and your marking/grading of it with the student, but these responses are for now just between you and me. This is your opportunity to show me not only that you know HOW to mark a student's paper, WHAT to mark, but also—and most importantly—WHY you marked/commented as you did. If you wish to design your own rubric to use, please do so, and supply it (along with rationales for every criterion you list on it) to me with your marked-on student paper. Dazzle me while being fair and helpful to the student.

## Attachment IV.7.2 Student Essay Response Evaluation

Student ID \_\_\_\_\_  
Scorer \_\_\_\_\_

### 3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language

3.1.1 Candidate uses knowledge of students' language acquisition and development as a basis for his/her written guidance to the student.	1	2	3
3.1.2 Candidate demonstrates how reading, writing, and thinking are interrelated in his/her own and students' learning.	1	2	3
3.1.4 Candidate show respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles and show attention to accommodating such diversity in his/her written comments to the student.	1	2	3
3.1.6 Candidate use his/her knowledge of English grammars in teaching students written forms of the language.	1	2	3
3.1.7 Candidate uses his/her knowledge of semantics, syntax, morphology, and phonology in teaching students how to use written language.	1	2	3

### 3.4 Candidates demonstrate knowledge of different composing processes

3.4.1 Candidate draws upon knowledge of a variety of writing strategies to generate meaning and clarify understanding and encourage students to develop these strategies.	1	2	3
3.4.2 Candidate helps the student to produce different forms of written discourse and understand how written discourse can influence thought and action.	1	2	3

### 3.7 Candidates demonstrate knowledge of research theory and findings in English language arts

3.7.1 Candidate uses major sources of research and theory related to ELA to support his/her teaching decisions.	1	2	3
3.7.2 Candidate use teacher-researcher models of classroom inquiry to inform his/her own study and teaching.	1	2	3

### Attachment IV.7.3 Rubric for Student Essay Response

The scoring rubric for the Student Essay Response is keyed to NCTE Standards, adapting the language of those standards to that aspect of teaching involved in providing written response as a formative assessment of student performance. Candidates are provided with a copy of this rubric to guide them in their response to the assignment.

Standard	Not Acceptable (1)	Acceptable (2)	Target (3)
3.1.1	Candidate demonstrates a limited knowledge of students' language acquisition and development processes;	Candidate uses knowledge of students' language acquisition and development as a basis for his/her written guidance to the student;	Candidate integrates knowledge of students' language acquisition and development into written guidance;
3.1.2	Candidate demonstrates little understanding of how reading, writing, and thinking are interrelated in his/her own and students' learning;	Candidate demonstrates how reading, writing, and thinking are interrelated in his/her own and students' learning;	Candidate engages all students in reading, writing, and thinking as interrelated dimensions of the learning experience in ELA;
3.1.4	Candidate shows a lack of respect for, and little knowledge of, diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;	Candidate shows respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles and shows attention to accommodating such diversity in his/her written comments to the student;	Candidate shows extensive knowledge of how and why language varies and changes in different regions, across different cultural groups, and across different time periods and incorporates that knowledge into written comments that acknowledge and show consistent respect for language diversity;
3.1.6	Candidate exhibits a lack of knowledge of English grammars and their application to teaching;	Candidate uses his/her knowledge of English grammars in teaching students written forms of the language;	Candidate incorporates an in-depth knowledge of English grammars into teaching skills that empower students to compose and to respond effectively to written texts;
3.1.7	Candidate shows little knowledge of semantics, syntax, morphology, and phonology or their applications to teaching;	Candidate uses his/her knowledge of semantics, syntax, morphology, and phonology in teaching their students how to use written language;	Candidate demonstrates an in-depth knowledge of semantics, syntax, morphology, and phonology and integrates that knowledge into teaching students to use written language effectively.
3.4.1	Candidate shows little knowledge of writing strategies to generate meaning and clarify understanding;	Candidate draws upon knowledge of a variety of writing strategies to generate meaning and clarify understanding;	Candidate develops in students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding;
3.4.2	Candidate produces a very limited number of forms of written discourse and shows little understanding of how written discourse can influence thought and action;	Candidate helps the student to produce different forms of written discourse and understand how written discourse can influence thought and action;	Candidate guides students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes;
3.7.1	Candidate shows a lack of knowledge of the major sources of research and theory related to English language arts;	Candidate uses major sources of research and theory related to English language arts to support teaching decisions;	Candidate reflects on his/her own teaching performances in light of research on, and theories of, how students compose and respond to text

			and make adjustments in teaching as appropriate;
3.7.2	Candidate shows little evidence of using teacher-researcher models of classroom inquiry in his/her preparation program;	Candidate uses teacher-researcher models of classroom inquiry to inform his/her own study and teaching;	Candidate uses teacher-researcher models of classroom inquiry to analyze his/her own teaching practices to better understand what enables students to speak, listen, write, read, enact, and view effectively in varying learning situations.

**NCTE Note: The program has chosen to design both a rubric reflecting performance levels and a scoring sheet that uses the numbers given to each level. Many programs combine scoring with the rubric into one comprehensive instrument. Either method is satisfactory as long as the performance levels are well defined.**

**Attachment IV.7.4 Data Tables for Student Essay Response**

Breakdown of scoring for each standard

Standard	Not Acceptable (1)	Acceptable (2)	Target (3)	Total
3.1.1				
3.1.2				
3.1.4				
3.1.6				
3.1.7				
3.4.1				
3.4.2				
3.7.1				
3.7.2				

Percentage of students scoring at each level

Year	Not Acceptable	Acceptable	Target	Total
2007-2008				
2008-2009				
2009-2010				