

**Illinois State University
Elementary Education Program
Pedagogy Assessment #3: Integrated Unit**

InTASC	IPTS
1(b), 1(d), 1(f), 1(g), 1(h), 2(a), 2(d), 2(h), 2(l), 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(i), 3(j), 3(k), 4(a), 4(d), 4(e), 4(g), 4(k), 4(n), 5(a), 5(b), 5(c), 5(j), 6(a), 6(b), 6(d), 6(g), 6(i), 6(j), 7(a), 7(b), 7(d), 7(e), 7(g), 7(h), 7(i), 7(j), 7(k), 7(l), 8(a), 8(e), 8(j), 8(k), 8(l), 8(n), 9(f), 9(h), 9(j), 10(b), 10(n), 10(r)	1B, 1C, 1D, 1E, 1G, 1H, 1i, 1J, 1K, 2A, 2C, 2G, 2K, 2M, 2N, 3A, 3B, 3C, 3D, 3E, 3G, 3H, 3I, 3J, 3K, 3L, 3M, 3N, 3O, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5K, 5L, 5M, 5N, 5O, 5P, 5Q, 5R, 5S, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7L, 7M, 7O, 7Q, 7R, 8B, 8C, 8G, 8N, 8O, 8S, 9G, 9S, 9T
ACEI	RDI
1.A, 1.B, 3.1.A, 3.1.B, 3.1.C, 3.1.D, 3.2.C, 3.3.A, 3.3.B, 3.4.A, 3.4.B, 3.5.B, 3.5.D	EC1, EC2, EC4, IC1, IC2, IC3, IC5
Course Assessment is administered in	Date Developed & Last Revised
TCH 264	5/09, Last Content Revision 9/17, Last Editorial Revision 9/18

Assessment Description

This integrated unit project is the main assignment in TCH 264 (Education Seminar). TCH 264 is taken immediately prior to student teaching so the assignment is used to gauge how well students are incorporating program coursework into lesson planning. Program faculty see the integrated unit as *the* pre-student-teaching capstone assignment therefore the project requirements are comprehensive in detail. All candidates will successfully complete the Integrated Unit. To successfully complete the Integrated Unit, candidates must perform at least at the “Developing” stage on the rubric. A teacher candidate may not receive an “Unacceptable” on any part of the rubric.

Assessment Task

Candidates will design a thematic unit that integrates the following subject areas – math, science, literacy, social studies, art, health and physical education. The integrated unit must be submitted in LiveText and will be formally assessed using the rubric in LiveText.

Unit components:

1) *Purpose and Significance*: This section describes the rationale for the unit (why this is a significant topic, why it is important for elementary students to learn, how it fits into the elementary curriculum, how the unit is relevant to this age group, and how the approach is developmentally appropriate.) This section will also describe the target grade level and type of classroom, and the amount of time that is allotted for this unit (2 weeks).

2) *Unit Outcomes*: These are the overall outcomes for the unit. The unit objectives state what the students will know and be able to do as a result of the unit. These outcomes should focus on content knowledge, and specific skills and processes. The goals must be aligned with the Illinois Learning Standards. (The associated learning benchmarks must be written out.)

3) *Timeline/Flowchart*: All lessons in the unit are listed in the order in which they will be taught. This section requires some careful thinking about how to sequence individual lessons to scaffold student learning and should include specific ideas for both initial and culminating activities or discussions to launch and to bring closure to the unit.

4) *Content and Skills Development Lessons*: These are the lessons selected or created to accomplish the outcomes of the unit. The individual lesson plan should help students acquire or practice appropriate concepts, principles, methods of inquiry and skills in each major content area: literacy, mathematics, science, social studies, art and health. The lesson plans should involve a variety of instructional strategies such as small group work, problem solving, experiments, dramatizations and simulations, research, games, use of multimedia, development of student products, writing and reading. One activity must use human movement and physical activity to foster learning. One lesson plan must include a guided reading plan. Be sure to include accommodations for diverse learners, including English language learners.

5) *Assessment*: Both formative and summative assessment tasks should be included. The overall assessment plan should reflect a variety of methods such as tests (include a sample), projects, self-evaluation, peer evaluation, notebooks, journals, interviews, dramatic presentations, etc. Rating scales and teacher-developed rubrics should be included where necessary. The means of evaluating students' attainment of each unit objective should be included here.

6) *Instructional Aids and Resources*: This section offers a wide variety of good quality materials that support student learning and teacher development. It is a list of web sites, audio-visual materials, CD-ROMs, commercial games, teacher reference books, student literature and non-fiction, etc., on the topic of your unit. Publisher/distributor information, and a brief annotation should be included.

Scoring guide

Elementary Ed Program Assessment #3 Rubric (content revisions 7/14, editorial revisions 9/17)						
Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
ELE 1.A InTASC: 1(d), 1(f), 1(g), 2(h), 7(i), 8(j) IPTS: 1B, 1C, 1D, 1E, 2A, 5A RDI: EC1, EC4, IC2, IC3	1.A Candidates know and understand the major concepts, principles, theories, and research related to development of children and young adolescents	Candidates draw upon an in-depth knowledge of the physical, social, emotional, cognitive, and linguistic developmental and learning characteristics of children and young adolescents to understand students' abilities, interests, individual aspirations, values, and social and cultural backgrounds.	Candidates have basic knowledge of the physical, social, emotional, cognitive, and linguistic developmental characteristics of children and young adolescents from a variety of theoretical perspectives.	Candidates have a beginning knowledge of the physical, social, emotional, cognitive, and linguistic developmental characteristics of children and young adolescents from a variety of theoretical perspectives.	Candidates do not have basic knowledge of the physical, social, emotional, cognitive, and linguistic developmental characteristics of children and young adolescents.	

Elementary Ed Program Assessment #3 Rubric (content revisions 7/14, editorial revisions 9/17)

Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
ELE 1.B InTASC: 1(d), 1(f), 1(g), 2(h), 4(n), 7(g), 7(i), 7(j), 8(j) IPTS: 1B, 1C, 1D, 1E, 2A, 3A, 3C, 5A RDI: EC1, EC4, IC2, IC3	1.B Candidates use knowledge and understanding to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	Candidates draw on developmental knowledge to plan curriculum that is achievable, meaningful, challenging, and motivating for children at various developmental levels and diverse backgrounds and use assessment results to design and implement instruction that meets individual student needs and interests and reflects diversity of students.	Candidates draw on developmental knowledge to plan curriculum that is achievable, meaningful, and motivating for children at various developmental levels and diverse backgrounds.	Candidates draw on basic developmental knowledge to plan curriculum that is at times achievable, meaningful, and or motivating for children at various developmental levels and diverse backgrounds, but this is not done consistently.	Candidates do not demonstrate an ability to plan curriculum that is achievable but also challenging for children at various developmental levels and diverse backgrounds.	
ELE 3.1.A InTASC: 4(d), 4(k), 4(n), 7(g), 8(k) IPTS: 1I, 2G, 3A, 5B RDI: EC4, IC1, IC3	3.1.A Candidate knows and understands the connections among concepts, procedures, and applications from content areas	Candidate knows and applies detailed connections among concepts, procedures and applications across the content areas in K-6 classroom teaching.	Candidates recognize and make connections among concepts, procedures, and applications across multiple content areas.	Candidates recognize and make basic connections among concepts, procedures, and applications across at least two content areas.	Candidates do not recognize and/or fail to make connections among concepts, procedures and applications across the content areas (see 2b-2h).	
ELE 3.1.B InTASC: 4(k), 4(n), 5(c), 5(j), 7(a), 7(g), 7(h), 7(j), 7(l), 8(k), 8(n) IPTS: 2G, 3A, 3B, 3D, 3E, 3I, 3L, 3N, 5B, 5D RDI: EC4, IC1, IC3	3.1.B Candidate plans instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community	Individually and in collaboration with specialists, candidate integrates and applies knowledge of students, knowledge of learning theory, K-6 subject matter content, and curriculum development to develop instructional plans that center on effective teaching strategies, including problem finding, critical thinking, and self-directed learning that builds on skills previously acquired.	Candidate integrates knowledge of learning theory, K-6 subject matter content, curriculum development, and knowledge of students to plan instruction that includes effective teaching strategies, such as activating prior knowledge, and encouraging exploration and problem solving.	Candidate demonstrates a basic awareness of learning theory, K-6 subject matter content, curriculum development, and student development and plans for the use of a limited range of instructional approaches.	Candidate demonstrates a limited awareness of learning theory, K-6 subject matter content, curriculum development, and student development and/or plans for the use of a limited range of instructional approaches.	

Elementary Ed Program Assessment #3 Rubric (content revisions 7/14, editorial revisions 9/17)

Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
ELE 3.1.C InTASC: 3(d), 4(d), 5(b), 5(c), 7(h), 7(k), 8(d), 8(e) IPTS: 1I, 2M, 2N, 3L, 3N, 5K, 5R, 5S RDI: EC4, IC1, IC3	3.1.C Candidate implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community	Candidate implements instruction based upon the subject matter content, knowledge of students (e.g., developmental characteristics, interests, learning styles, and modalities), learning theories, and curriculum goals and utilizes informational resources (e.g., print and electronic) beyond the classroom to benefit students.	Candidate implements instruction based upon the subject matter content, knowledge of students (e.g., developmental characteristics, interests, learning styles, and modalities), learning theories, and curriculum goals.	Candidate implements instruction based upon the subject matter content, learning theories, and curriculum goals, but fails to integrate knowledge of students.	Candidate fails to implement instruction based on subject matter content and/or curriculum goals and/or learning theories and/or knowledge of students.	
ELE 3.1.D InTASC: 4(d), 5(b), 5(c), 5(j), 7(h), 7(k), 8(d), 8(e), 8(k) IPTS: 1I, 2M, 2N, 3L, 3N, 5B, 5D, 5K, 5S RDI: EC4, IC1, IC3	3.1.D Candidate encourages K-6 students to apply their knowledge, skills, tools, and ideas to real world issues	In planning and delivery, candidate encourages and allows students to demonstrate an ability to apply knowledge, skills, tools, and ideas across content areas (see 2b-2h) and to other real world situations.	In planning and delivery, candidate creates learning experiences for K-6 students that encourage the application of knowledge, skills, tools, and ideas across fields of knowledge.	In planning and delivery, candidate creates learning experiences for K-6 students that encourage basic connections across fields of knowledge.	In planning and delivery, candidate does not create learning experiences for K-6 students that encourage the application of knowledge, skills, tools, and ideas across fields of knowledge.	
ELE 3.2.C InTASC: 1(b), 1(g), 1(h), 2(a), 4(e), 4(g), 6(b), 7(b), 7(d), 7(k), 8(l), 10(b) IPTS: 1G, 1H, 1J, 3J, 3M, 3O, 3Q, 5C, 5E, 5M, 5N, 7Q, 7R, 8S RDI: EC1, EC4, IC2, IC3	3.2.C Candidate creates instructional opportunities that are adapted to diverse students	Candidate seeks assistance and guidance from specialists and other resources to address K-6 students' exceptional learning needs, and then designs instruction appropriate for K-6 students' levels of development, learning styles, and needs.	Candidate designs instruction appropriate for K-6 students' levels of development, learning styles, and needs.	Candidate designs instruction that at times is appropriate for K-6 students' levels of development, learning styles, and needs.	Candidate is unable to successfully design instruction appropriate for K-6 students' levels of development, learning styles, and needs.	

Elementary Ed Program Assessment #3 Rubric (content revisions 7/14, editorial revisions 9/17)

Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
ELE 3.3.A InTASC: 1(d), 8(j) IPTS: 1B, 2C RDI: EC4, IC3, IC5	3.3.A Candidate understands a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving	Candidate demonstrates an understanding of cognitive processes associated with various kinds of learning and how these processes can be developed in K-6 students including the principles, techniques, advantages and limitations, and appropriate uses of these teaching strategies and can provide a plausible rationale to support his/her choice of instructional materials and strategies in light of learning goals and student outcomes.	Candidate demonstrates an understanding of cognitive processes associated with various kinds of learning and how these processes can be developed in K-6 students including the principles, techniques, advantages and limitations, and appropriate uses of these teaching strategies.	Candidate demonstrates a basic understanding of cognitive processes associated with various kinds of learning and how these processes can be developed in K-6 students.	Candidate does not demonstrate an understanding of the development of critical thinking, problem solving, and performance skills in K-6 students.	
ELE 3.3.B InTASC: 4(a), 5(a), 8(a) IPTS: 2K, 5I, 5L RDI: EC4, IC3, IC5	3.3.B Candidate uses a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills	Candidate uses and then reflects on the effectiveness of a variety of instructional materials, the use of technology, and teaching strategies in promoting the development of critical thinking, problem solving, and performance skills.	Candidate uses a variety of instructional materials, technological resources, and multiple teaching and learning strategies to enhance students' development of critical thinking, problem solving, and performance skills.	Candidate uses at least one instructional material, technological resource, and/or teaching and learning strategies to enhance students' development of critical thinking, problem solving, and performance skills.	Candidate does not use a variety of teaching strategies that encourage K-6 students' development of critical thinking, problem solving, and performance skills.	
ELE 3.4.A InTASC: 3(i), 3(j), 3(k), 9(j) IPTS: 4A, 4B, 4D, 4F, 5F RDI: EC4, IC3, IC5	3.4.A Candidate knows and understands individual and group motivation and behavior among K-6 students	Candidate knows a variety of effective classroom management strategies and application of appropriate strategies.	Candidate demonstrates knowledge and understanding of the principles of effective classroom management and human motivation and behavior.	Candidate demonstrates a beginner's level of knowledge and understanding of the principles of effective classroom management and human motivation and behavior.	Candidate has an inadequate understanding of individual and group motivation and behavior among K-6 students.	

Elementary Ed Program Assessment #3 Rubric (content revisions 7/14, editorial revisions 9/17)

Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
ELE 3.4.B InTASC: 1(h), 2(d), 2(l), 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(i), 3(j), 3(k), 8(a), 9(j) IPTS: 1K, 3H, 3K, 4A, 4B, 4D, 4F, 4G, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 5I, 5F RDI: EC4, IC3, IC5	3.4.B Candidate uses their knowledge of individual and group motivation and behavior among K-6 students to foster active engagement in learning, self-motivation, and positive social interaction	Candidate reflects on students' motivation and behavior in the classroom and modifies teaching and classroom management strategies appropriately to foster engagement in learning, self-motivation, and positive social interaction and invites and allows students to do the same.	Candidate uses a variety of strategies to foster active engagement in learning, self-motivation, and positive social interaction which promote positive relationships, cooperation, conflict resolution, and purposeful learning in the classroom.	Candidate uses his/her knowledge of individual and group motivation and behavior among K-6 students to foster basic active engagement in learning.	Candidate does not use his/her knowledge of individual and group motivation and behavior among K-6 students to foster active engagement in learning, self-motivation, and/or positive social interaction.	
ELE 3.5.B InTASC: 3(g), 9(f) IPTS: 9G, 9S, 9T RDI: EC2, EC4, IC5	3.5.B Candidate knows and understands effective media communication techniques	Candidate has extensive knowledge of audio-visual aids, computer-based technologies, and other media communication tools.	Candidate demonstrates basic knowledge of audio-visual aids, computer-based technologies, and other media communication tools.	Candidate has a limited knowledge of audio-visual aids, computer-based technologies, and other media communication tools.	Candidate lacks a basic understanding of audio-visual aids, computer-based technologies, and other media communication tools.	
ELE 3.5.D InTASC: 3(g), 3(j), 7(e), 9(f), 9(f), 10(b), 10(n), 10(r) IPTS: 4C, 5O, 5Q, 8B, 8G, 8N, 9G, 9S, 9T RDI: EC2, EC4, IC5	3.5.D Candidate uses verbal, nonverbal, and media communication techniques to foster K-6 students' collaboration and supportive interaction	Candidate's lesson planning and delivery consistently invite K-6 students to initiate oral and written discourse and demonstrate proficiency in classroom collaboration and supportive interaction.	Candidate's lesson planning and delivery use oral and written discourse between him/herself and K-6 students, and the students use discourse among themselves to extend students' understanding of subject matter.	Candidate's lesson planning and delivery occasionally use oral and written discourse between him/herself and K-6 students.	Candidate's lesson planning and delivery do not effectively use oral and written discourse between themselves and K-6 students.	

Elementary Ed Program Assessment #3 Rubric (content revisions 7/14, editorial revisions 9/17)

Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
ELE 4.A InTASC: 6(a), 6(c), 6(d), 6(g), 6(i), 6(j), 6(k), 6(l), 6(o), 7(l), 8(b), 9(j), 10(a), 10(b) IPTS: 4H, 4Q, 5G, 5H, 5J, 5P, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7L, 7M, 7O, 8C, 8O RDI: EC1, IC1, IC2, IC3	4.A Candidate knows, understands, and uses formal and informal assessment strategies	Candidate integrates assessment and instruction as integral parts of designing and aligning instruction and learning goals and administers assessments (i.e., formal and informal) to inform and to make decisions about objectives and materials.	Candidate integrates assessment and instruction as integral parts of designing and aligning instruction and learning goals and administers basic assessments (i.e., formal and informal).	Candidate knows, understands, and administers both formal and informal assessments, which may or may not be aligned to instruction and learning goals.	Candidate does not understand or use either formal or informal assessments.	
ELE 4.B InTASC: 6(a), 6(c), 6(d), 6(g), 6(i), 6(j), 6(k), 6(l), 6(o), 7(l), 8(b), 9(h), 9(j), 10(a), 10(b) IPTS: 3G, 4H, 4Q, 5G, 5H, 5J, 5P, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7L, 7M, 7O, 8C, 8O RDI: EC1, IC1, IC2, IC3	4.B Candidate demonstrates his/her knowledge of and ability to use assessment strategies to strengthen instruction	Candidates know the reasons to implement certain assessments based on type (i.e., formal and informal), use, advantage, disadvantage, limitations, and developmental appropriateness as related to students' learning experiences, abilities (e.g., exceptionalities), and subject matter and uses data from these assessments to monitor learning for each student and his/her own teaching strategies with a constant focus on improving student success.	Candidate knows the reasons to implement certain assessments based on type (i.e., formal and informal), use, advantage, disadvantage, limitations, and subject matter and uses data from these assessments to monitor learning for each student and his/her own teaching strategies.	Candidate knows the reasons to implement certain assessments based on type (i.e., formal and informal), use, advantage, disadvantage, limitations, and subject matter, but does not necessarily use this data to strengthen instruction.	Candidate lacks an understanding of or ability to use assessment strategies to strengthen instruction.	

Elementary Ed Program Assessment #3 Rubric (content revisions 7/14, editorial revisions 9/17)

Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
ELE 4.C InTASC: 3(k), 6(a), 6(c), 6(d), 6(g), 6(i), 6(j), 6(k), 6(l), 6(o), 7(l), 8(b), 9(h) IPTS: 3G, 4E, 4H, 4Q, 5G, 5H, 5J, 5P, 7A, 7B, 7E, 7F, 7G, 7I, 7J, 7K, 7L, 7O RDI: EC1, IC1, IC2, IC3	4.C Candidate demonstrates his/her knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	Candidate consults with others (i.e., specialists) to gather information to identify, address and promote the development of students with exceptionalities and adapts assessment strategies to accommodate developmental needs of these students.	Candidate adapts assessment strategies to accommodate developmental needs of students with exceptionalities.	Candidate draws basic conclusions about student development through assessment data.	Candidate fails to draw even basic conclusions about student development through assessment data.	

**Illinois State University
Elementary Education Program
Impact on Student Learning Assessment #5: Literacy Instruction Cycle**

IntASC	IPTS
1(b), 1(c), 1(d), 1(e), 1(f), 1(g), 1(h), 1(i), 2(a), 2(d), 2(e), 2(h), 2(i), 2(l), 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(i), 3(j), 3(k), 4(a), 4(d), 4(e), 4(g), 4(j), 4(n), 4(q), 5(c), 5(e), 5(f), 5(h), 5(i), 5(j), 5(l), 5(n), 6(a), 6(b), 6(c), 6(d), 6(g), 6(i), 6(j), 6(k), 6(l), 6(o), 7(a), 7(b), 7(f), 7(g), 7(h), 7(j), 7(k), 7(l), 8(a), 8(b), 8(d), 8(j), 8(g), 8(h), 8(i), 8(k), 8(l), 8(n), 9(c), 9(f), 9(j), 10(a), 10(b), 10(c), 10(i), 10(l), 10(n)	1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1I, 1J, 1K, 1L, 2B, 2E, 2F, 2H, 2I, 2L, 2N, 2O, 2P, 2Q, 3A, 3B, 3C, 3D, 3E, 3H, 3I, 3K, 3L, 3M, 3N, 3O, 3P, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5P, 5R, 5S, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6M, 6N, 6O, 6P, 6Q, 6S, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7L, 7M, 7N, 7O, 7P, 7Q, 8B, 8F, 8K, 8L, 8O, 8S, 9H
ACEI	RDI
1.A, 1.B, 3.1.B, 3.1.D, 3.2.C, 3.3.A, 3.5.A, 4. A	IC1, IC2, IC3, IC4, IC5, EC1, EC2, EC3, EC4
Course Assessment is administered in	Date Developed & Last Revised
TCH 209	5/09, Last Content Revision 7/14, Last Editorial Revision 9/18

Description of the Assessment

Literacy Assessment and Teaching Cycle Performance-Based Assessment. This assignment takes place in TCH 209, Literacy II and is related to a 40-hour clinical experience where candidates engage in literacy tutoring. The candidate is responsible for collecting and reviewing data about a child and developing lessons for instruction during the tutoring experience. This assignment includes a detailed literacy lesson plan, a pre-implementation reflection of the lesson plan design, implementation of the lesson and a post-implementation reflection. To successfully complete the assessment, candidates must perform at least at the “Developing” stage on the rubric. A teacher candidate receiving an “Unacceptable” on any part of the rubric will meet with the instructor and resubmit his/her work.

Assessment Guidelines/Instructions

This assignment is divided into two parts:

Part one includes a description of the tutee and the nature of the educational setting, followed by an analysis of initial assessments, and instructional goals and plans based on the assessment data. These goals and plans should address the reading, writing, and other language arts, as well as the affective strengths and needs of the child as the candidate considers what to do to help the child move forward in his/her literacy development. This paper will be turned in to the instructor.

Part two of this assignment includes a detailed lesson plan, a pre-reflection of the lesson plan design, implementation of the lesson (observed by your instructor) and a post-implementation reflection. This part of the assignment will be shared in LiveText. The purpose of this two-part assignment is

to allow the teacher candidate to use information gleaned from assessment measures in order to articulate tutoring goals and a plan for instruction, and to be able to carry out and reflect on this plan.

Scoring Guide

Elementary Ed Program Assessment #5 Rubric (content revisions 7/14, editorial revisions 9/17)						
Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
ELE 1.A InTASC: 1(d), 1(f), 1(g), 2(h), 7(i), 8(j) IPTS: 1B, 1C, 1D, 1E, 2A, 5A RDI: EC1, EC4, IC2, IC3	1.A Candidates know and understand the major concepts, principles, theories, and research related to development of children and young adolescents	Candidates draw upon an in-depth knowledge of the physical, social, emotional, cognitive, and linguistic developmental and learning characteristics of children and young adolescents to understand students' abilities, interests, individual aspirations, values, and social and cultural backgrounds.	Candidates have basic knowledge of the physical, social, emotional, cognitive, and linguistic developmental characteristics of children and young adolescents from a variety of theoretical perspectives.	Candidates have a beginning knowledge of the physical, social, emotional, cognitive, and linguistic developmental characteristics of children and young adolescents from a variety of theoretical perspectives.	Candidates do not have basic knowledge of the physical, social, emotional, cognitive, and linguistic developmental characteristics of children and young adolescents.	
ELE 1.B InTASC: 1(d), 1(f), 1(g), 2(h), 4(n), 7(i), 7(g), 8(j) IPTS: 1B, 1C, 1D, 1E, 2A, 3A, 3C, 5A RDI: EC1, EC4, IC2, IC3	1.B Candidates use knowledge and understanding to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	Candidates draw on developmental knowledge to plan curriculum that is achievable, meaningful, challenging, and motivating for children at various developmental levels and diverse backgrounds and use assessment results to design and implement instruction that meets individual student needs and interests and reflects diversity of students.	Candidates draw on developmental knowledge to plan curriculum that is achievable, meaningful, and motivating for children at various developmental levels and diverse backgrounds.	Candidates draw on basic developmental knowledge to plan curriculum that is at times achievable, meaningful, and or motivating for children at various developmental levels and diverse backgrounds, but this is not done consistently.	Candidates do not demonstrate an ability to plan curriculum that is achievable but also challenging for children at various developmental levels and diverse backgrounds.	
ELE 2.1.A InTASC: 2(i), 4(j), 5(n) IPTS: 2B, 2H, 6B, 6C, 6D RDI: EC4, IC1, IC3	2.1.A Candidate demonstrates knowledge of language development and reading acquisition and the variations	Candidates are comprehensively able to explain the impact of cultural and linguistic diversity on oral language development and reading acquisition, and their	Candidate is able to provide an explanation of the impact of cultural and linguistic diversity on oral language development and reading acquisition, and their basic	Candidate is able to provide a partial explanation of the impact of cultural and linguistic diversity on oral language development and reading acquisition, and their basic	Candidate is unable to provide a basic explanation of the impact of cultural and linguistic diversity on oral language development and reading acquisition, and their	

Elementary Ed Program Assessment #5 Rubric (content revisions 7/14, editorial revisions 9/17)

Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
	related to diverse populations	multiple implications for reading instruction.	implications for reading instruction.	implications for reading instruction.	implications for reading instruction.	
ELE 2.1.B IntASC: 4(n), 5(c), 5(h), 5(i), 7(g), 8(e), 8(g) IPTS: 2M, 2O, 3A, 6A, 6I, 6J, 6L RDI: EC4, IC1, IC3	2.1.B Candidate teaches the use multiple strategies to help readers recognize words	Candidate comprehensively applies theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies, to help readers recognize words in print and identify and explain this impact on reading instruction.	Candidate applies theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies, to help readers recognize words in print and can identify and explain this impact on reading instruction.	Candidate demonstrates a beginning understanding of theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies, to help readers recognize words in print in their teaching of K-6 students and/or can identify and explain this impact on reading instruction at a beginner's level.	Candidate is unable to apply theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies, to help readers recognize words in print in their teaching of K-6 students and/or cannot identify and explain the impact of this on reading instruction.	
ELE 2.1.C IntASC: 4(j), 4(n), 5(b), 5(c), 5(e), 5(f), 5(h), 5(i), 7(g), 8(e), 8(g) IPTS: 2B, 2M, 2N, 2O, 3A, 6I, 6J, 6M, 6N, 6O RDI: EC4, IC1, IC3	2.1.C Candidate demonstrates knowledge of strategies readers use to construct meaning from print and to monitor their comprehension	Candidate demonstrates extensive knowledge about vocabulary development, and/or comprehension strategies and monitoring and their impact on reading instruction and integrates the teaching of them in their practice with K-6 students.	Candidate demonstrates knowledge about vocabulary development, and comprehension strategies and monitoring and their impact on reading instruction in their practice with K-6 students.	Candidate demonstrates a beginner's level of understanding of vocabulary development, and comprehension strategies and monitoring and their impact on reading instruction and somewhat uses them within their practice with K-6 students.	Candidate does not demonstrate knowledge about vocabulary development, and/or comprehension strategies and monitoring nor their impact on reading instruction in their practice with K-6 students.	
ELE 2.1.D IntASC: 4(j), 4(n), 5(f), 5(i), 5(j), 7(d), 7(g), 7(h), 8(e), 8(h) IPTS: 2B, 2M, 3A, 6A, 6D, 6E, 6F, 6K, 6P, 6Q RDI: EC4, IC1, IC3	2.1.D Candidate teaches the conventions of language needed to compose oral and written texts for a range of purposes and audiences	Candidate is comprehensively able to identify and explain the basic conventions of language needed to compose and comprehend oral and written texts citing the importance of these conventions to understanding and is able to creatively teach the conventions of language needed to compose and comprehend oral and written texts for a range of purposes and audiences.	Candidate is able to identify and explain the basic conventions of language needed to compose oral and written texts for a range of purposes and audience is able to teach the conventions of language needed to compose and comprehend oral and written texts for a range of purposes and audiences.	Candidate is able to identify and roughly explain the basic conventions of language needed to compose oral and written texts for a range of purposes and audience is able to teach some conventions of language needed to compose and comprehend oral and written texts for a range of purposes and audiences.	Candidate is unable to identify and explain the basic conventions of language needed to compose oral and written texts for a range of purposes and audiences and/or is unable to teach the conventions of language needed to compose and comprehend oral and written texts for a range of purposes and audiences.	

Elementary Ed Program Assessment #5 Rubric (content revisions 7/14, editorial revisions 9/17)

Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
ELE 2.1.E InTASC: 4(j), 5(h), 7(j) IPTS: 2B, 6G, 6J RDI: EC4, IC1, IC3	2.1.E Candidate demonstrates skill in the creation of a literate environment for the classroom that includes attention to books, electronic based information sources, and locally created materials	Candidate is highly successful in applying theory and research related to the literacy environment to create spaces and opportunities in the classroom for literacy learning.	Candidate is able to apply theory and research related to the literacy environment to create spaces and opportunities in the classroom for literacy learning.	Candidate demonstrates a beginning understanding of the theory and research related to the literacy environment through creating spaces and opportunities in the classroom for literacy learning that are at a beginner's level.	Candidate is not successful in applying theory and research related to the literacy environment to create spaces and opportunities in the classroom for literacy learning.	
ELE 2.1.F InTASC: 4(j), 7(j) IPTS: 2B, 6G RDI: EC4, IC1, IC3	2.1.F Candidate demonstrates knowledge and skill in creating classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment, and insight into the human experience	Candidate demonstrates extensive knowledge of and is highly successful at creating classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment, and insight into the human experience.	Candidate demonstrates basic knowledge of and is successful at a beginner's level in creating classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment, and insight into the human experience.	Candidate demonstrates beginning knowledge of and attempts to create classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment, and insight into the human experience.	Candidate does not demonstrate knowledge of nor is successful in creating classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment, and insight into the human experience.	
ELE 2.1.G InTASC: 4(j), 4(n), 5(f), 5(h), 5(j), 7(g), 7(j) IPTS: 2B, 3A, 6B, 6F, 6G, 6J, 6O RDI: EC4, IC1, IC3	2.1.G Candidate demonstrates knowledge of ways to promote a critical stance toward the analysis and interpretation of texts that encourages multiple perspectives	Candidate is able to provide a thorough explanation of theory and research related to promoting a critical stance toward text analysis and interpretation, encouraging multiple perspectives and demonstrates proficient use of instructional strategies that promote this critical stance.	Candidate explains theory and research and demonstrates basic strategies related to promoting a critical stance toward text analysis and interpretation, encouraging multiple perspectives.	Candidate is able to provide a basic explanation of theory and research and/or can demonstrate at least one instructional strategy related to promoting a critical stance toward text analysis and interpretation, encouraging multiple perspectives.	Candidate is unable to explain theory and research or demonstrate instructional strategies related to promoting a critical stance toward text analysis and interpretation, encouraging multiple perspectives.	
ELE 3.1.B InTASC: 4(k), 4(n), 5(c), 5(j), 7(a), 7(g), 7(j), 7(l), 8(k), 8(n) IPTS: 2G, 3A, 3B, 3D, 3E, 3I, 3L, 3N, 5B, 5D RDI: EC4, IC1,	3.1.B Candidate plans instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community	Individually and in collaboration with specialists, candidate integrates and applies knowledge of students, knowledge of learning theory, K- 6 subject matter content, and curriculum development to develop instructional plans that center on effective teaching	Candidate integrates knowledge of learning theory, K-6 subject matter content, curriculum development, and knowledge of students to plan instruction that includes effective teaching	Candidate demonstrates a basic awareness of learning theory, K-6 subject matter content, curriculum development, and student development and plans for the use of a limited range of instructional approaches.	Candidate demonstrates a limited awareness of learning theory, K-6 subject matter content, curriculum development, and student development and/or plans for the use of a limited range of instructional approaches.	

Elementary Ed Program Assessment #5 Rubric (content revisions 7/14, editorial revisions 9/17)

Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
IC3		strategies, including problem finding, critical thinking, and self-directed learning that builds on skills previously acquired.	strategies, such as activating prior knowledge, and encouraging exploration and problem solving.			
ELE 3.1.D InTASC: 4(d), 5(b), 5(c), 5(j), 8(d), 8(e), 8(k) IPTS: 1I, 2M, 2N, 3L, 3N, 5B, 5D, 5K, 5S RDI: EC4, IC1, IC3	3.1.D Candidate encourages K-6 students to apply their knowledge, skills, tools, and ideas to real world issues	In planning and delivery, candidate encourages and allows students to demonstrate an ability to apply knowledge, skills, tools, and ideas across content areas (see 2b-2h) and to other real world situations.	In planning and delivery, candidate creates learning experiences for K-6 students that encourage the application of knowledge, skills, tools, and ideas across fields of knowledge.	In planning and delivery, candidate creates learning experiences for K-6 students that encourage basic connections across fields of knowledge.	In planning and delivery, candidate does not create learning experiences for K-6 students that encourage the application of knowledge, skills, tools, and ideas across fields of knowledge.	
ELE 3.2.C InTASC: 1(b), 1(g), 1(h), 2(a), 4(e), 4(g), 6(b), 7(b), 7(d), 7(k), 8(l), 10(b) IPTS: 1G, 1H, 1J, 3J, 3M, 3O, 3Q, 5C, 5E, 5M, 5N, 7Q, 7R, 8S RDI: EC1, EC4, IC2, IC3	3.2.C Candidate creates instructional opportunities that are adapted to diverse students	Candidate seeks assistance and guidance from specialists and other resources to address K-6 students' exceptional learning needs, and then designs instruction appropriate for K-6 students' levels of development, learning styles, and needs.	Candidate designs instruction appropriate for K-6 students' levels of development, learning styles, and needs.	Candidate designs instruction that at times is appropriate for K-6 students' levels of development, learning styles, and needs.	Candidate is unable to successfully design instruction appropriate for K-6 students' levels of development, learning styles, and needs.	
ELE 3.3.A InTASC: 1(d), 8(j) IPTS: 1B, 2C RDI: EC4, IC3, IC5	3.3.A Candidate understands a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving	Candidate demonstrates an understanding of cognitive processes associated with various kinds of learning and how these processes can be developed in K-6 students including the principles, techniques, advantages and limitations, and appropriate uses of these teaching strategies and can provide a plausible rationale to support his/her choice of instructional materials and strategies in light of learning goals and student outcomes.	Candidate demonstrates an understanding of cognitive processes associated with various kinds of learning and how these processes can be developed in K-6 students including the principles, techniques, advantages and limitations, and appropriate uses of these teaching strategies.	Candidate demonstrates a basic understanding of cognitive processes associated with various kinds of learning and how these processes can be developed in K-6 students.	Candidate does not demonstrate an understanding of the development of critical thinking, problem solving, and performance skills in K-6 students.	

Elementary Ed Program Assessment #5 Rubric (content revisions 7/14, editorial revisions 9/17)

Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
ELE 3.5.A InTASC: 9(f) IPTS: 9S, 9T RDI: EC2, EC4, IC5	3.5.A Candidate knows and understands effective verbal communication	Candidate has extensive knowledge of communication theory, language development, cultural and gender effects on communication, and the role of verbal and nonverbal language and demonstrates exceptional skill in his/her oral and written discourse.	Candidate has basic knowledge of communication theory, language development, cultural and gender effects on communication, and the role of verbal and nonverbal language, and is proficient in his/her oral and written discourse.	Candidate has beginning level of knowledge of communication theory, language development, cultural and gender effects on communication, and the role of verbal and nonverbal language, and is at times proficient in his/her oral and written discourse.	Candidate has a lack of basic knowledge in communication theory, language development, cultural and gender effects on communication, and/or the role of verbal and nonverbal language, and is illustrated by limited oral and written discourse.	
ELE 4.A InTASC: 6(a), 6(c), 6(d), 6(g), 6(i), 6(j), 6(k), 6(l), 6(o), 7(l), 8(b), 9(j), 10(a), 10(b) IPTS: 4H, 4Q, 5G, 5H, 5J, 5P, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7L, 7M, 7O, 8C, 8O RDI: EC1, IC1, IC2, IC3	4.A Candidate knows, understands, and uses formal and informal assessment strategies	Candidate integrates assessment and instruction as integral parts of designing and aligning instruction and learning goals and administers assessments (i.e., formal and informal) to inform and to make decisions about objectives and materials.	Candidate integrates assessment and instruction as integral parts of designing and aligning instruction and learning goals and administers basic assessments (i.e., formal and informal).	Candidate knows, understands, and administers both formal and informal assessments, which may or may not be aligned to instruction and learning goals.	Candidate does not understand or use either formal or informal assessments.	

**Illinois State University
Elementary Education Program
Optional/Required Program Assessment 6: Clinical Practice Assessment & Reflection**

InTASC	IPTS
1(b), 1(c), 1(d), 1(e), 1(f), 1(g), 1(h), 1(i), 2(a), 2(e), 3(b), 3(a), 3(b), 3(c), 3(d), 3(a), 3(d), 3(e), 3(f), 3(i), 3(k), 4(d), 4(f), 4(g), 4(n), 4(q), 5(c), 5(j), 5(l), 5(n), 6(l), 7(b), 7(f), 7(g), 7(h), 7(l), 8(a), 8(b), 8(d), 8(g), 8(i), 8(j), 8(k), 8(l), 8(n), 9(a), 9(b), 9(f), 9(k), 9(n), 9(o), 10(a), 10(b), 10(c), 10(i), 10(j), 10(k), 10(l), 10(n), 10(s)	1A, 1B, 1C, 1E, 1F, 1G, 1H, 1I, 1J, 1K, 1L, 2E, 2F, 2I, 2L, 2O, 2P, 2Q, 3A, 3E, 3N, 3O, 3P, 4A, 4B, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5O, 5R, 5S, 6C, 6Q, 6S, 8B, 8F, 8K, 8L, 8S, 9A, 9B, 9C, 9D, 9E, 9F, 9H, 9I, 9J, 9K, 9O, 9P, 9Q, 9R, 9S, 9T
ACEI	RDI
3.1, 3.2, 3.4, 3.5, 5.1	IC1, IC3, IC4, IC5, EC1, EC2, EC3
Course Assessment is administered in	Date Developed & Last Revised
TCH 258	5/09, Last Content Revision 1/16, Last Editorial Revision 9/18

Assessment Guidelines/Task

Clinical Reflection (TCH 258). To be evaluated by 258 instructors on LiveText. Clinical Cooperating Teachers will observe the lesson and complete a feedback form. Evidence of each part of the assessment must be uploaded in LiveText: the lesson plan, the feedback form from the lesson observation, and the post-reflection.

PART 1: Lesson Planning. Students will be required to develop an instructional activity on an approved social studies content topic discussed in class for the age they are working with in their clinical setting and work with their cooperating teacher to plan and coordinate social studies curriculum. The activity must include fully developed learning objectives which align with the Illinois Learning Standards and developmentally appropriate assessment strategies aligned with the activity objectives.

PART 2: Lesson Implementation. Students will be required to work with their clinical cooperating teacher and TCH 258 course instructor to implement the activity developed on the clinical site.

PART 3: Post reflection. Please develop a 2-3-page reflection on your lesson which addresses the following questions:

- Describe your students.
 - How did individual differences, background knowledge and experiences, family and community influence their learning?

- How did you promote a supportive learning environment?
 - In what ways did you foster positive relationships, cooperation among learners, student decision-making, and resolution of conflict?

- How did student conversations reflect their learning?
 - In what ways did your students engage in conversations related to their learning? Student to student? Student to adult?
 - In what ways might your students have engaged in conversations related to their learning? Were opportunities missed to encourage and support this?

- How did learning activities encourage cognitive engagement?
 - What strategies were used to stimulate and encourage higher-level thinking?
 - What barriers or obstacles, if any, were barriers to deeper cognitive engagement?
 - What additional strategies might have been used to stimulate higher-level thinking skills?

The lesson plan for this assignment, the completed feedback form from your clinical cooperating teacher, and your post-reflection must all be uploaded in LiveText by the date specified by your TCH 258 instructor.

Scoring guide

Elementary Ed Program Assessment #6 Rubric (revised 7/14, editorial revisions 9/17)						
Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
ELE 3.1.B InTASC: 4(k), 4(n), 5(c), 5(j), 7(a), 7(g), 7(j), 7(l), 8(k), 8(n) IPTS: 2G, 3A, 3B, 3D, 3E, 3I, 3L, 3N, 5B, 5D RDI: EC4, IC1, IC3	3.1.B Candidate plans instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community	Individually and in collaboration with specialists, candidate integrates and applies knowledge of students, knowledge of learning theory, K- 6 subject matter content, and curriculum development to develop instructional plans that center on effective teaching strategies, including problem finding, critical thinking, and self-directed learning that builds on skills previously acquired.	Candidate integrates knowledge of learning theory, K-6 subject matter content, curriculum development, and knowledge of students to plan instruction that includes effective teaching strategies, such as activating prior knowledge, and encouraging exploration and problem solving.	Candidate demonstrates a basic awareness of learning theory, K-6 subject matter content, curriculum development, and student development and plans for the use of a limited range of instructional approaches.	Candidate demonstrates a limited awareness of learning theory, K-6 subject matter content, curriculum development, and student development and/ or plans for the use of a limited range of instructional approaches.	
ELE 3.2.A InTASC: 1(e) IPTS: 1A, 2E	3.2.A Candidate understands how elementary students	Candidate knows and understands how children differ in their development	Candidate knows and understands how children differ in their development	Candidate has a basic understanding of how children differ in their	Candidate has an inadequate understanding of how children differ in	

Elementary Ed Program Assessment #6 Rubric (revised 7/14, editorial revisions 9/17)

Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
RDI: EC1, EC4, IC2, IC3	differ in their development	and can identify the multiple and varied influences on this.	and how this is influenced by special needs, culture, and family environment.	development.	their development and how this is influenced by special needs, culture, and family environment.	
ELE 3.2.B InTASC: 1(e) IPTS: 1A, 2E RDI: EC1, EC4, IC2, IC3	3.2.B Candidate understands how elementary students differ in their approaches to learning	Candidate knows and understands how individual experiences, talents, disabilities, prior learning and experiences, language, and culture influence elementary students' learning.	Candidate knows and understands how individual experiences, disabilities, prior learning, and culture influence elementary students' learning.	Candidate knows and understands basic influences on elementary students' learning.	Candidate is unable to demonstrate understanding of how elementary students' learning is influenced.	
ELE 3.4.C InTASC: 1(h), 2(d), 2(l), 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(i), 8(a) IPTS: 1K, 3H, 3K, 4A, 4B, 4D, 4F, 4G, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 5I, 5F RDI: EC4, IC3, IC5	3.4.C Candidate uses their knowledge of individual and group motivation and behavior among K-6 students to create supportive learning environments	Candidate's lesson planning and delivery creates learning communities in which K-6 students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities and uses appropriate and effective interpersonal and small-group communication techniques to create an effective learning environment.	Candidate's lesson planning and delivery encourages K-6 students to assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.	Candidate's lesson planning and delivery at times encourages K-6 students to assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.	Candidate's lesson planning and delivery does not create supportive learning environments in his/her classrooms.	
ELE 3.5.D InTASC: 3(g), 3(j), 7(e), 9(f), 10(b), 10(r) IPTS: 4C, 5O, 5Q, 8B, 8G, 8N, 9G, 9S, 9T RDI: EC2, EC4, IC5	3.5.D Candidate uses verbal, nonverbal, and media communication techniques to foster K-6 students' collaboration and supportive interaction	Candidate's lesson planning and delivery consistently invite K-6 students to initiate oral and written discourse and demonstrate proficiency in classroom collaboration and supportive interaction.	Candidate's lesson planning and delivery use oral and written discourse between him/herself and K-6 students, and the students use discourse among themselves to extend students' understanding of subject matter.	Candidate's lesson planning and delivery occasionally use oral and written discourse between him/herself and K-6 students.	Candidate's lesson planning and delivery do not effectively use oral and written discourse between themselves and K-6 students.	
ELE 3.5.C InTASC: 3(g), 9(f)	3.5.C Candidate uses verbal, nonverbal, and media	Candidate's lesson planning and delivery consistently engage K-6 students in the	Candidate's lesson planning and delivery present curriculum and model	Candidate's lesson planning and delivery occasionally model communication	Candidate's lesson planning and delivery do not model communication strategies	

Elementary Ed Program Assessment #6 Rubric (revised 7/14, editorial revisions 9/17)

Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
IPTS: 5O, 9G, 9S, 9T RDI: EC2, EC4, IC5	communication techniques to foster K-6 students' active inquiry	use active inquiry and communication strategies in the classroom.	communication strategies that help K-6 students learn active inquiry; these strategies may include monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received.	strategies that help K-6 students learn active inquiry.	that help K-6 students learn active inquiry.	
ELE 5.1.A InTASC: 4(q), 9(k), 9(n), 9(o), 10(i), 10(j), 10(s) IPTS: 1F, 9A, 9B, 9C, 9D, 9E, 9F, 9H RDI: EC2, EC3, IC4	5.1.A Candidate understands practices and behaviors that are characteristic of developing career teachers	Candidate demonstrates an understanding of the teaching professional codes of ethical conduct and an in-depth understanding of interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education.	Candidate demonstrates an awareness of the teaching professional codes of ethical conduct and a basic understanding of the interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education.	Candidate demonstrates a beginning awareness of the teaching professional codes of ethical conduct and a basic understanding of the interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education.	Candidates do not demonstrate an awareness of the teaching professional codes of ethical conduct and interdependencies among the various professions in elementary education.	
ELE 5.1.B InTASC: 4(q), 9(a), 9(b), 9(n), 9(o), 10(i), 10(j), 10(k) IPTS: 1F, 9A, 9I, 9J, 9K, 9O, 9P, 9Q, 9R RDI: EC2, EC3, IC4	5.1.B Candidate applies practices and behaviors that are characteristic of developing career teachers	Candidate can work independently on a variety of disciplinary and pedagogical problems and responsibilities, focus and defend independent analysis and value judgments about disciplinary content and methodologies and applications to specific circumstances, can adapt to evolving issues and conditions as time and	Candidate is able to work somewhat independently on a variety of disciplinary and pedagogical problems, to focus independent analysis and value judgments about disciplinary content and teaching methodologies and applications to specific circumstances, to adapt to evolving issues and conditions as time and	Candidate is able to work on a variety of disciplinary and pedagogical problems with support, to focus analysis and value judgments about disciplinary content and teaching methodologies and applications to specific circumstances with support, to adapt to evolving issues and conditions as time and situations change, to	Candidate cannot work independently on a variety of disciplinary and pedagogical problems, and/or lacks the ability to focus on independent analysis, and/or is not adaptable to evolving issues and conditions as time and situations change, and/or does not demonstrate a commitment to the professional codes of	

Elementary Ed Program Assessment #6 Rubric (revised 7/14, editorial revisions 9/17)

Standards Alignment	Standard/Element	Exceeds	Meets	Developing	Unacceptable	Unable to Assess
		situations change and make wise decisions according to time, place, and population, can identify, access, and use technology- based resources in support of their professional development, and demonstrate a commitment to the professional codes of ethical conduct.	situations change, to identify, access, and use technology- based resources, and demonstrates a commitment to the professional codes of ethical conduct.	identify, access, and use technology- based resources at a beginner’s level, and demonstrates a beginning-level commitment to the professional codes of ethical conduct.	ethical conduct.	

Cooperating Teacher Feedback/Lesson Observation Form

Candidate Name:

Cooperating Teacher:

Lesson Observation Date:

Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community

Comments /Feedback:

Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

Comments /Feedback:

Candidate understands how elementary students differ in their approaches to learning

Comments /Feedback:

Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;

Comments /Feedback:

Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom

Comments /Feedback:

Candidate uses verbal, nonverbal, and media communication techniques to foster K-6 students' collaboration and supportive interaction

Comments /Feedback:

Candidate understands practices and behaviors that are characteristic of developing career teacher

Comments /Feedback:

General Comments /Feedback: