

Section IV Assessment 2

Section IV – Part 2. ACEI standards addressed in this entry could include but are not limited to Standards 2.1-2.8. **Assessments that address Standards 2.1-2.4 are required.** (The assessments of the different content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #2.) Examples of assessments include comprehensive examinations, course grades from content fields, and portfolio tasks. ¹⁵. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 2: Assessment of content knowledge in elementary education

1. A brief description of the assessment and its use in the program.

Because we are in the midst of reshaping our curriculum, this assessment tool is different in many aspects than the one used in the original report. Throughout the program, and especially in the Methods and student teaching portion of the program, candidates complete many detailed projects which contain elements of this assessment, and which are assessed with rubrics. Instead of selecting one or two project rubrics, there are components of several projects' rubrics from several courses included this assessment. We have attached the complete rubrics from assignments used in this assessment (many are included in the original report – new ones are included as attachments to this section). We also have included an attachment specifying which portions of the rubrics are specifically used for Assessment 2.

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

This assessment was specifically designed to align with Standards 2.1-2.7, although components of it align with other ACEI standards, as indicated in the chart below. Detailed projects in literacy and presentation components of other major projects in Methods (science, math, social studies) are used to show alignment with Standard 2.1. An in depth project in science is used to show alignment with Standard 2.2. An in depth project in math is used to show alignment with Standard 2.3. Two in depth projects in social studies (one from ESEC 320, one from Methods 1) are used to demonstrate alignment with Standard 2.4. A detailed project in health is used to show alignment with Standard 2.6. A detailed project in physical education is used to show alignment with Standard 2.7. Alignment with Standard 2.8 is demonstrated with components of detailed projects in literacy, science, math, social studies and the arts. Alignment with Standard 3.1 is demonstrated with rubric components of detailed projects in literacy, science, math, and social studies. Alignment with Standard 3.2 is demonstrated with rubric components of detailed projects in literacy, math, and social studies. Alignment with Standard 3.3 is demonstrated with rubric

components of a detailed project in literacy. Alignment with Standard 3.4 is demonstrated with rubric components of detailed projects in literacy, math and social studies. Components of an in depth project in literacy is used to show alignment with standard 3.5. Components of projects in literacy and art align with standard 4.

Components of the in depth project in math align with Standard 5.2.

Alignment with ACEI Standards

ACEI Standard	Rubric Section
<p>2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas</p>	<p><u>Methods Literacy Project (original report)</u> <u>II. Standards</u> Candidate successfully selected and implemented curriculum standards to construct an age-appropriate literacy experience. <u>IV. Procedure</u> Candidate built on students’ prior knowledge and experiences to engage them with text. Candidate developed instruction in English language arts that used developmentally appropriate practices. Candidate used strategies that helped students correct misunderstandings by targeting concepts and vocabulary that were unfamiliar to them. <u>V. Child Guidance</u> Candidate helped students monitor their own comprehension and think critically about the book being read. Candidate responded consistently to behavioral issues using the CT’s guidelines. <u>VII. Format & Delivery</u> Candidate demonstrates competence in the use of English language arts and adjusts communication convention (written and/or spoken) appropriate to function, purpose and audience. <u>Methods – Science Project (original report)</u> <u>III. Professional Presentation</u> A. Quality of final product and completion of self-assessment rubric. Met project expectations and requirements. Work presented neatly with few editorial issues. Demonstrated basic understanding of the teaching of science. Scoring rubric completed. <u>Elementary Methods – Math (original report)</u> <u>IV. Professional Presentation -</u> Ensure quality of final product and complete self-assessment rubric.Met project expectations and requirements. Basic analysis of candidate’s growth as a math educator. Presented project neatly - few editorial issues. Pseudonyms & professional terminology. Demonstrated basic understanding of the teaching of math. Scoring rubric completed. <u>ESEC 320 - Educ Environ/Practices - Social Studies (original report)</u> Appropriate Citations applying A.P.A. style 5th edition Followed APA format for citations with minimal errors. <u>EDUC 322 – Methods 1 – Social Studies rubric (Attachment Section IV – Assessment 2b)</u> <u>STEP III Professional presentation A. Ensure quality of final product.</u> Met project expectations and requirements. Basic analysis of candidate’s growth as a social studies</p>

	<p>educator. Presented project neatly - few editorial issues. Pseudonyms & professional terminology used. Demonstrated basic understanding of the teaching of social studies and use of children’s literature to enhance student learning.</p>
<p>2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy</p>	<p><u>Methods – Science Project (original report)</u> <u>ESEC 383/386 – Elementary Methods – Science I.B.</u> Research the topic. Used 3 teacher resources (not from the Internet), 1 children’s book, 3 web sites. Summary articulates basic understanding of the science topic and takes into consideration both the developmental needs and the individual learning needs of the students. Some attention is given to how the topic influences every day life: health, changes in population and/or environments. Includes annotated bibliography with few errors in APA style.</p>
<p>2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.</p>	<p><u>Elementary Methods – Math (original report)</u> I A. Research the Topic and how it has been taught in your classroom. Met with CT and took into account the needs of the students, used a variety of resources to enhance understanding of the topic (texts, Web resources, a children’s book). Summary showed understanding of the content of the unit, of connections to other content areas, and of the historical origin of the math concept. Annotated bibliography in APA style with few errors. Five different resources used. IIB. Develop three consecutive lessons, and teach at least one. Most components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Lessons involve multiple ways to explore and present math concepts. Student work samples and final reflection both demonstrate some analysis of the effectiveness of the lesson and the teaching in terms of student learning.</p>
<p>2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p>	<p><u>ESEC 320 – Educational Environment/Practices (Original report) Background Information – Mini-Research Paper</u> Paper focuses upon lesson’s topic/subject, including a minimum of 6 different curriculum resources as specified in assignment guidelines <u>EDUC 321 - Elementary Methods 1 Social Studies STEP IA</u>, Selection of appropriate topic. Topic selection appropriate for social studies theme and developmental level of students. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with several, well-connected ideas. Met with CT to discuss lesson. IB. Research on topic Used a variety of resources including: Three children’s books, two professional resources (not from the Internet), two web sites or software programs. Research of content background covers lesson’s topic at a basic level. Covers differing perspectives in an adequate manner. Annotated bibliography meets basic requirements. Uses APA format for in-text citations and for bibliography with few errors.</p>
<p>2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content,</p>	<p><u>ESEC 450 – Arts Rubric (original report)</u> Content Knowledge in the Arts Content knowledge for the teacher demonstrates an understanding of distinctions,</p>

<p>functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.</p>	<p>functions, achievements and connections within the arts disciplines and with other disciplines. <u>EDUC 321 - Elementary Methods 1 Arts</u> I A. Research the arts and how they are integrated to support literacy instruction. Met with CT and took into account the current literacy curriculum. Used a minimum of 3 resources to enhance understanding of content. Citations included in research paper and reference page in A.P. A. Style, with few errors.</p>
<p>2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p>	<p><u>ESEC 450 –Seminar – Educational Principles (original report) Concepts of language of kinesthetic learning</u> Concepts using the language of kinesthetic learning are explored in the student teaching setting Teacher Prerequisite Knowledge Content knowledge for the teacher demonstrates an understanding of physical development and movement forms, and concepts and principles of motor skills and their importance for the student. Values and Benefits of Movement Procedure fosters an appreciation and intrinsic value and benefits associated with physical activity. Evidence of knowledge There is evidence in the reflection of knowing, understanding and using human movement and physical activity as central elements to foster active, healthy life styles and enhance the quality of life of elementary students.</p>
<p>2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</p>	<p><u>ESEC 450 –Seminar – Educational Principles (original report) Concepts of language of kinesthetic learning</u> Concepts using the language of kinesthetic learning are explored in the student teaching setting Teacher Prerequisite Knowledge Content knowledge for the teacher demonstrates an understanding of physical development and movement forms, and concepts and principles of motor skills and their importance for the student. Values and Benefits of Movement Procedure fosters an appreciation and intrinsic value and benefits associated with physical activity. Evidence of knowledge There is evidence in the reflection of knowing, understanding and using human movement and physical activity as central elements to foster active, healthy life styles and enhance the quality of life of elementary students.</p>
<p>2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.</p>	<p><u>ESEC 383/386 (Methods) Literacy project – read aloud (original report) IV. Procedure</u> Candidate built on students’ prior knowledge and experiences to engage them with text. Candidate developed instruction in English language arts that used developmentally appropriate practices. Candidate used strategies that helped students correct misunderstandings by targeting concepts and vocabulary that were unfamiliar to them. <u>Elementary Methods – Math (original report)</u> I A. Research the Topic and how it has been taught in your classroom. Met with CT and took into account the needs of the students, used a variety of resources to enhance understanding of the topic (texts, Web resources, a</p>

	<p>children’s book). Summary showed understanding of the content of the unit, of connections to other content areas, and of the historical origin of the math concept. Annotated bibliography in APA style with few errors. Five different resources used.</p> <p><u>EDUC 321 - Elementary Methods 1 Social Studies IA</u> <u>.Selection of appropriate topic.</u> Topic selection appropriate for social studies theme and developmental level of students. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with several, well-connected ideas. Met with CT to discuss lesson. IB. Research on topic Used a variety of resources including: Three children’s books, two professional resources (not from the Internet), two web sites or software programs. Research of content background covers lesson’s topic at a basic level. Covers differing perspectives in an adequate manner. Annotated bibliography meets basic requirements. Uses APA format for in-text citations and for bibliography with few errors.</p> <p><u>ESEC 450 – Arts Rubric (original report)</u> Content Knowledge in the Arts Content knowledge for the teacher demonstrates an understanding of distinctions, functions, achievements and connections within the arts disciplines and with other disciplines.</p>
<p>3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p>	<p><u>ESEC 383/386 (Methods) Literacy project – read aloud (original report) IV. Procedure</u> Candidate built on students’ prior knowledge and experiences to engage them with text. Candidate developed instruction in English language arts that used developmentally appropriate practices. Candidate used strategies that helped students correct misunderstandings by targeting concepts and vocabulary that were unfamiliar to them.</p> <p><u>Elementary Methods – Math (original report) IVA.</u> Met project expectations and requirements. Basic analysis of candidate’s growth as a math educator. Presented project neatly - few editorial issues. Pseudonyms & professional terminology. Demonstrated basic understanding of the teaching of math. Scoring rubric completed. IA. Met with CT and took into account the needs of the students, used a variety of resources to enhance understanding of the topic (texts, Web resources, a children’s book). Summary showed understanding of the content of the unit, of connections to other content areas, and of the historical origin of the math concept. Annotated bibliography in APA style with few errors. Five different resources used.</p> <p><u>Methods – Science Project (original report)</u> <u>Professional Presentation .IB. Research the topic.</u> Used 3 teacher resources (not from the Internet), 1 children’s book, 3 web sites. Summary articulates basic understanding of the science topic and takes into consideration both the developmental needs and the individual learning needs of the students. Some attention is given to how the topic influences every day life: health, changes in population and/or environments. Includes annotated bibliography with few errors in APA style. IIIa. Met project expectations and requirements. Work presented</p>

	<p>neatly with few editorial issues. Demonstrated basic understanding of the teaching of science. Scoring rubric completed</p> <p><u>EDUC 321 - Elementary Methods 1 Social Studies IA</u> <u>.Selection of appropriate topic.</u> Topic selection appropriate for social studies theme and developmental level of students. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with several, well-connected ideas. Met with CT to discuss lesson. . IB. Research on topic Used a variety of resources including: Three children’s books, two professional resources (not from the Internet), two web sites or software programs. Research of content background covers lesson’s topic at a basic level. Covers differing perspectives in an adequate manner. Annotated bibliography meets basic requirements. Uses APA format for in-text citations and for bibliography with few errors.</p>
<p>3.2 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.</p>	<p>ESEC 383/386 (Methods) Literacy project – read aloud (original report) <u>IV. Procedure</u> Candidate built on students’ prior knowledge and experiences to engage them with text. Candidate developed instruction in English language arts that used developmentally appropriate practices. Candidate used strategies that helped students correct misunderstandings by targeting concepts and vocabulary that were unfamiliar to them.</p> <p><u>Elementary Methods – Math (original report)</u> I A. Research the Topic and how it has been taught in your classroom. Met with CT and took into account the needs of the students, used a variety of resources to enhance understanding of the topic (texts, Web resources, a children’s book). Summary showed understanding of the content of the unit, of connections to other content areas, and of the historical origin of the math concept. Annotated bibliography in APA style with few errors. Five different resources used.</p> <p><u>EDUC 321 - Elementary Methods 1 Social Studies STEP IA</u> <u>.Selection of appropriate topic.</u> Topic selection appropriate for social studies theme and developmental level of students. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with several, well-connected ideas. Met with CT to discuss lesson. . IB. Research on topic Used a variety of resources including: Three children’s books, two professional resources (not from the Internet), two web sites or software programs. Research of content background covers lesson’s topic at a basic level. Covers differing perspectives in an adequate manner. Annotated bibliography meets basic requirements. Uses APA format for in-text citations and for bibliography with few errors.</p>

<p>3.3 Development of critical thinking, problem solving, performance skills— Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.</p>	<p>ESEC 383/386 (Methods) Literacy project – read aloud (original report) <u>IV. Procedure</u> Candidate built on students' prior knowledge and experiences to engage them with text. Candidate developed instruction in English language arts that used developmentally appropriate practices. Candidate used strategies that helped students correct misunderstandings by targeting concepts and vocabulary that were unfamiliar to them. V. Child guidance Candidate helped students monitor their own comprehension and think critically about the book being read. Candidate responded consistently to behavioral issues using the CT's guidelines.</p>
<p>3.4 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.</p>	<p>ESEC 383/386 (Methods) Literacy project – read aloud (original report) <u>IV. Procedure</u> Candidate built on students' prior knowledge and experiences to engage them with text. Candidate developed instruction in English language arts that used developmentally appropriate practices. Candidate used strategies that helped students correct misunderstandings by targeting concepts and vocabulary that were unfamiliar to them. V. Child guidance Candidate helped students monitor their own comprehension and think critically about the book being read. Candidate responded consistently to behavioral issues using the CT's guidelines. <u>Elementary Methods – Math (original report) I A. Research the Topic and how it has been taught in your classroom.</u> Met with CT and took into account the needs of the students, used a variety of resources to enhance understanding of the topic (texts, Web resources, a children's book). Summary showed understanding of the content of the unit, of connections to other content areas, and of the historical origin of the math concept. Annotated bibliography in APA style with few errors. Five different resources used. <u>EDUC 321 - Elementary Methods 1 Social Studies STEP IA. Selection of appropriate topic.</u> Topic selection appropriate for social studies theme and developmental level of students. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with several, well-connected ideas. Met with CT to discuss lesson. IB. Research on topic Used a variety of resources including: Three children's books, two professional resources (not from the Internet), two web sites or software programs. Research of content background covers lesson's topic at a basic level. Covers differing perspectives in an adequate manner. Annotated bibliography meets basic requirements. Uses APA format for in-text citations and for bibliography with few errors.</p>
<p>3.5 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.</p>	<p>ESEC 383/386 (Methods) Literacy project – read aloud (original report) <u>IV. Procedure</u> Candidate built on students' prior knowledge and experiences to engage them with text. Candidate developed instruction in English language arts that used developmentally appropriate practices. Candidate used strategies that helped students correct misunderstandings by targeting concepts and</p>

	<p>vocabulary that were unfamiliar to them.</p> <p>V. Child guidance Candidate helped students monitor their own comprehension and think critically about the book being read. Candidate responded consistently to behavioral issues using the CT's guidelines.</p>
<p>4. Assessment for Instruction - Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student</p>	<p>ESEC 383/386 (Methods) Literacy project (original report) – read aloud (original report) IV. Procedure</p> <p>Candidate built on students' prior knowledge and experiences to engage them with text. Candidate developed instruction in English language arts that used developmentally appropriate practices. Candidate used strategies that helped students correct misunderstandings by targeting concepts and vocabulary that were unfamiliar to them.</p> <p>V. Child guidance Candidate helped students monitor their own comprehension and think critically about the book being read. Candidate responded consistently to behavioral issues using the CT's guidelines.</p>
<p>5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>Elementary Methods – Math (original report) I A. Research the Topic and how it has been taught in your classroom. Met with CT and took into account the needs of the students, used a variety of resources to enhance understanding of the topic (texts, Web resources, a children's book). Summary showed understanding of the content of the unit, of connections to other content areas, and of the historical origin of the math concept. Annotated bibliography in APA style with few errors. Five different resources used.</p>

Associated Project Descriptions and Rubrics (Note – examiners only need to focus upon rubric sections specified in Attachment Section IV - 2a – content knowledge assessment, i.e. not all of the sections of each project are necessarily used in this response.)

While many of the rubrics and project descriptions are in the original report (and are specified as such in the above table), the following attachments from projects in the new Methods I can be found as stated below:

EDUC 321 – Elementary Methods I

Attachment Section IV – Assessment 2 A - Social Studies Project Description

Attachment Section IV – Assessment 2 B– Social Studies Project Rubric Revised

Attachment Section IV – Assessment 2 C– Arts Integration Project Description

Attachment Section IV - Assessment 2 D - Arts Integration Project Rubric

3. A brief analysis of the data findings:

In reviewing our data analysis, generally, the large majority of the candidates are meeting expectations or exceeding expectations. Areas of weakness occurred in the arts (ACEI 2.5) in EDUC 321– wherein approximately 15 percent of the candidates (2 students) did not meet expectations. In math (ACEI 2.3), in Spring 08, 12% of the candidates (3 students) did not meet expectations. We are incorporating 2 Methods courses into our program now, and will be focusing on math and science in more detail in Methods 2. In addition, candidates will be spending more time in the field working with students in math and science, which should also help improve these scores. In ESEC 320, a course we are phasing out, we had an unusual record from semester to semester regarding the percentage of students not meeting expectations in social studies (ACEI 2.4) , with weaker results in the Spring of 08, and Fall of 06. However, we have just started the new social studies curriculum in EDUC 321, and thus far, the scores look much better. Higher scores indicate better understanding of content in this area for our candidates in the new EDUC 321.

A rather high percentage of candidates struggled with content knowledge of language arts (ACEI 2.1) in Section 9 of social studies in ESEC 320. This section of the rubric graded candidates on how well they applied APA standards to their projects. This represented one of the earlier courses wherein candidates were expected to use APA guidelines, and their lack of ability in this area was apparent in their scores. We now have candidates introduced to this early in the program, in EDUC 100, Issues in Education, wherein they must write essays utilizing the APA guidelines in their freshmen year, and are continuing with this approach in their education coursework throughout the remainder of their program.

4. An interpretation of how the data provides evidence for meeting standards.

Overall, our data indicate that a large percent of our candidates are meeting the standards for content knowledge, with exceptions denoted above. Roughly two percent of our candidates may not meet the standards. Many of these candidates received rubric grades of 1.5 in categories, but we rounded down to 1 for these scores. Also, there are often one or two candidates in Methods who fail to become program completers. Hence, they may be close to meeting expectations but need more work, which our new program should allow. These students often represent the lower scores.

In reviewing the data, evidence exists that our program effectively prepares our candidates according to ACEI Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, and 2.8, and this assessment also contributes to our meeting components of the other indicated assessments as indicated.

5. Attachment of assessment documentation

Section IV Assessment 2 – Attachment E

Content Knowledge Assessment Excel Data Sheet

