SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NCTE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCTE standards.

NCTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
1.0 Structure of the Basic Program	
Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.	Information is provided in Section I, Contextual Information.
2.0 Attitudes for English Language Arts	
Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.	
2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.	☐#1 ☐#2 X#3 X#4 X#5 X#6 ☐#7 ☐#8
2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.	☐#1 ☐#2 ☐#3 ☐#4 X#5 ☐#6 ☐#7 ☐#8
2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	☐#1 ☐#2 X#3 X#4 X#5 X#6 ☐#7 ☐#8
2.4 Candidate use practices designed to assist students in developing habits of critical thinking and judgment.	☐#1 ☐#2 X#3 ☐#4 X#5 ☐#6 ☐#7 ☐#8
2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	☐#1 ☐#2 ☐#3 ☐#4 ☐#5 X#6 ☐#7 ☐#8

NCTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning	☐#1 ☐#2 ☐#3 ☐#4 ☐#5 X#6 ☐#7 ☐#8
3.0 Knowledge of English Language Arts	
Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.	
3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.	X#1 X#2 X#3 X#4 X#5 X#6 X#7 ☐#8
3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	X#1 X#2 ☐#3 X#4 X#5 X #6 ☐#7 ☐#8
3.3 Candidates demonstrate their knowledge of reading processes.	X#1 X#2 ☐#3 X#4 X#5 X#6 ☐#7 ☐#8
3.4 Candidates demonstrate knowledge of different composing processes.	X#1 X#2 ☐#3 X#4 X#5 X#6 X#7 ☐#8
3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.	X#1 X#2 ☐#3 X#4 X#5 X#6 X#7 ☐#8
3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.	☐#1 X#2 ☐#3 ☐#4 ☐#5 ☐#6 ☐#7 ☐#8
3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.	☐#1 X#2 ☐#3 X#4 ☐#5 X#6 ☐#7 ☐#8
4.0 Pedagogy for English Language Arts	
Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.	

NCTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
4.1 Candidates 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.	☐#1 ☐#2 X#3 X#4 X#5 X#6 ☐#7 ☐#8
4.2 Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.	☐#1 ☐#2 X#3 X#4 X#5 X#6 ☐#7 ☐#8
4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.	☐#1 ☐#2 ☐#3 X#4 X#5 X#6 ☐#7 ☐#8
4.4 Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	☐#1 X#2 ☐#3 ☐#4 X#5 X#6 ☐#7 ☐#8
4.5 Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	☐#1 ☐#2 ☐#3 X#4 X#5 X#6 ☐#7 ☐#8
4.6 Candidates engage students in critical analysis of different media and communications technologies.	☐#1 X#2 ☐#3 ☐#4 ☐#5 ☐#6 ☐#7 ☐#8
4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.	☐#1 ☐#2 ☐#3 ☐#4 X#5 X#6 ☐#7 ☐#8
4.8 Candidates engage students in making meaning of texts through personal response.	☐#1 ☐#2 ☐#3 ☐#4 X#5 X#6 ☐#7 ☐#8
4.9 Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	☐#1 ☐#2 ☐#3 X#4 X#5 X#6 ☐#7 ☐#8

NCTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
4.10 Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.	☐#1 ☐#2 ☐#3 X#4 X#5 X#6 ☐#7 ☐#8