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Program: **Social Studies (Revised)** for Keene State College School of Professional and Graduate Studies

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

1. *CONTENT KNOWLEDGE: Data from licensure tests of content knowledge. NCSS standards addressed in this entry should include the knowledge elements of Standards 1.1-1.10 and 2.1-2.5.⁸ If your state does not require licensure tests in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Documentation should include total scores plus sub-scores for the state licensure test.

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(8) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

X2. *CONTENT KNOWLEDGE: Assessment of content knowledge in the social studies or the specific social science discipline to be taught. NCSS standards addressed in this assessment could include the knowledge elements of Standards 1.1-1.10, 2.1-2.5,⁹ 3.1, and 3.2. Examples of assessments include comprehensive examinations, course grades where the course is appropriate to a standard, grades for specific units or segments of courses when only part of a course is appropriate to a standard¹⁰, and portfolio tasks.¹¹

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

Section IV, Assessment 2

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(9) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

(10) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(11) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

X3. *PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND

DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. NCSS standards that could be addressed in this assessment include the capabilities and dispositions to organize and provide instruction identified in Standards 1.1-1.10, 2.1-2.5¹², 3.1, and 3.2. This assessment does not need to address all standards. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

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

Section IV, Assessment 3

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(12) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

4. *PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NCSS standards that could be addressed in this assessment include the capabilities and dispositions to organize and provide instruction identified in Standards 1.1-1.10 and 2.1-2.5¹³. Only the aspects of the assessment instrument used in student teaching or the internship specifically applicable to social studies instruction should be submitted.

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

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(13) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

X5. *EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. NCSS standards that could be addressed in this assessment include student learning elements of Standards 1.1-1.10 and Standards 2-1-2.5¹⁴. This assessment does not have to address every standard.

Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

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

Section IV, Assessment 5

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(14) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

6. *Additional assessment that addresses NCSS standards. Examples of assessments

include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

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

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7. *Additional assessment that addresses NCSS standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.)

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

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8. *Additional assessment that addresses NCSS standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

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

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