

## **Section IV – Assessment 5 Narrative Assessment of Student Learning (Element 3)**

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

This assessment is a three-part performance evaluation (See **Attachment A**) that requires teacher candidates to plan and implement lessons based on each of the NCSS Ten Themes. For this assessment, the relevant element of the lesson is the assessment of student learning associated with a particular theme (Element 3). This assessment is used to determine how the teacher candidate will know whether or not the students actually learned the content in the lesson that the candidate has created and implemented. The assessment has a simple rubric allowing the assessor (usually the college supervisor) to determine whether the teacher candidate provides evidence that he/she has planned appropriate assessments and carried them out for each lesson aligned to a specific standard. The rubric has three levels of performance: Unacceptable is scored as 1, Developing as 2, and Acceptable as 3. A score of three is the desired goal. (See **Attachment B**)

### 2. Description of how this assessment specifically aligns with the standards

This assessment aligns specifically with each of the content standards (Ten Themes). By focusing on the specific theme, the teacher candidate must plan for assessment of student learning of the content found in that theme. Teacher candidates must be knowledgeable in the content of the disciplines represented by the Ten Themes and must know how to assess their students' learning as well as aligning the learning with the standard associated with the lesson. Also important is the ability to reflect on student learning in order to make modifications and adjustments for future learning activities. This assessment requires that teacher candidates incorporate assessment and reflection into the planning process. It also requires that assessments are aligned with content found in the standards.

### 3. Analysis of data findings

The data was gathered from teacher candidates during their student teaching experience in the Spring of 2006 and is arranged from two perspectives—scores per standard and scores per teacher candidate. (See **Attachment C**) Teacher candidates #1 and 10 either did not submit 2 lessons or the lessons were not at all aligned with the standard and could not be assessed for that theme. The scores per standard have a relatively narrow range and all but one score (Standard 1.7) fall within the 2 range with the highest scores being Standards 1.6, 1.1, and 1.10. Standards 1.6 and 1.10 are closely related content. Because Standard 1.4 and 1.7 only have eleven out of 13 entries, this may skew the results.

The scores per teacher candidate have a much wider range than the scores by standard. The mean falls within the "Developing" range. The three highest scores of 3.0, 2.8, and 2.75 reflect the work of extremely able students in terms of content and pedagogy.

#### 4. Interpretation of how data provides evidence for meeting standards

The data provides evidence of meeting the standards because both the scores per standard and scores per teacher candidate fall within the range of "Developing". Means of assessment were found in all lessons and it was clear that the teacher candidates included assessment as an integral part of planning and implementation of their lessons. The teacher candidates reported in weekly reflections about assessment results and modifications and adjustments they made in lessons. This anecdotal data provided support for the quantified data found in **Attachment C**. An obvious shortcoming in this assessment was the lack of a mechanism to gather data from the teacher candidates concerning their reflection on student learning and plans for improvement or change. This mechanism has been added and will provide richer data for clearly demonstrating that assessment of student learning is meeting standards of acceptability.

#### 5. Attachments of assessment documentation

- A. Assessment tool
- B. Scoring guide for assessment
- C. Candidate data derived from assessment

## Assessment 5 – Attachment A

### Keene State College Student Teacher Performance Evaluation (Secondary Social Studies)

This form is to be completed by the university supervisor and the cooperating teacher at the culmination of the student teaching experience.

Student Teacher \_\_\_\_\_

Date \_\_\_\_\_

Supervisor/Cooperating Teacher

School \_\_\_\_\_ Subject(s) \_\_\_\_\_ Grade(s)

Please evaluate the above-named student teacher in three ways for each NCSS content standard—Element 1) evidence of planning; Element 2) evidence of content knowledge; and Element 3) evidence of assessment of student learning. Please circle the appropriate quantitative scale for each area of each NCSS standard.

Key for evaluation scale (See attached rubric):

1. Unacceptable
2. Developing
3. Acceptable

#### NCSS Theme I Culture and Cultural Diversity

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **culture** and **cultural diversity**.*

**Description:** The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

**NCSS Theme II  
Time, Continuity and Change**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **time continuity and change**.*

**Description:** Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

**NCSS Theme III  
People, Places and Environments**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **people, places, and environments**.*

**Description:** The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are: What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

**NCSS Theme IV  
Individual Human Development and Identity**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with **individual human development and identity**.*

**Description:** Personal identity is shaped by one's culture, by groups, and by institutional influences.

Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

**NCSS Theme V  
Individuals, Groups and Institutions**

*Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of **interactions among individuals, groups, and institutions**.*

**Description:** Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

**NCSS Theme VI  
Power, Authority and Governance**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **power, authority, and governance.***

**Description:** Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

**NCSS Theme VII  
Production, Distribution, Consumption**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how **people organize for the production, distribution, and consumption of goods and services.***

**Description:** Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

**NCSS Theme VIII  
Science, Technology, Society**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **science** and **technology**.*

**Description:** Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old?

What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

**NCSS Theme IX  
Global Connections and Interdependence**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **global connections** and **interdependence**.*

**Description:** The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

**NCSS Theme X**

**Civic Ideals and Practices**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **civic ideals and practices**.*

**Description:** An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

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Signature of College Supervisor



**Section IV – Assessment 5  
Attachment B  
Evidence of Assessment of Student Learning (Element 3)**

**Rubric**

**KSC Student Teacher Performance Evaluation  
Element 3 – Evidence of Assessment of Student Learning**

<b>Unacceptable (1)</b>	<b>Developing (2)</b>	<b>Acceptable (3)</b>
No assessment of student learning present in lesson; assessment of student learning not aligned with standard; no reflection on effectiveness of lesson	Teacher candidate looks for and accepts feedback; actively seeks continuous improvement in assessing student learning.	High quality assessment for student learning present in lesson; assessment aligned with standard; reflects on student learning and any planned modifications of lesson.

**Section IV – Assessment 5  
Attachment C  
Evidence of Assessment of Student Learning**

<b>NCSS Standards</b>	<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	<b>1.4</b>	<b>1.5</b>	<b>1.6</b>	<b>1.7</b>	<b>1.8</b>	<b>1.9</b>	<b>1.10</b>	
<b>Teacher Candidates</b>											<b>Average Per Teacher Candidate</b>
<b>1</b>	1	N/A	1	N/A	1	2	1	2	2	1	<b>1.38</b>
<b>2</b>	3	3	3	2	2	3	N/A	2	2	2	<b>2.4</b>
<b>3</b>	3	3	3	3	3	3	3	3	3	3	<b>3.0</b>
<b>4</b>	1	1	1	1	1	1	1	1	1	1	<b>1.0</b>
<b>5</b>	1	1	1	2	2	1	1	1	1	2	<b>1.3</b>
<b>6</b>	1	1	1	2	1	2	1	2	1	2	<b>1.4</b>
<b>7</b>	2	1	1	1	1	1	1	1	1	1	<b>1.1</b>
<b>8</b>	3	3	3	2	3	3	2	3	3	3	<b>2.8</b>
<b>9</b>	2	2	2	1	1	2	1	1	2	2	<b>1.6</b>
<b>10</b>	3	3	2	N/A	3	3	N/A	2	3	3	<b>2.75</b>
<b>11</b>	1	1	1	2	2	1	1	1	1	1	<b>1.2</b>
<b>12</b>	2	1.5	2	2	1	2	2	2	2	2	<b>1.85</b>
<b>13</b>	1	1	2	1	1	1	1	2	1	1	<b>1.2</b>
<b>Average per Standard</b>	<b>1.85</b>	<b>1.79</b>	<b>1.69</b>	<b>1.73</b>	<b>1.69</b>	<b>1.92</b>	<b>1.36</b>	<b>1.77</b>	<b>1.77</b>	<b>1.85</b>	

Scores per standard:

Range: 1.36-1.92  
 Mean: 1.74  
 Median: 1.77

Scores per teacher candidate:

Range: 1.0-3.0  
 Mean: 1.77  
 Median: 1.4