SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

ACEI STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
DEVELOPMENT, LEARNING AND MOTIVATION	
1. DEVELOPMENT, LEARNING AND MOTIVATION—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	☐#1 ☐#2 ☑#3 ☑#4 ☑#5 ☑#6 ☐#7 ☐#8
CURRICULUM STANDARDS	
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.	☑#1 ☑#2 ☑#3 ☑#4 ☑#5 ☑#6 ☐#7 ☐#8
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.	☑#1 ☑#2 ☐#3 ☑#4 ☑#5 ☐#6 ☐#7 ☐#8
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.	☑#1 ☑#2 ☑#3 ☑#4 ☐#5 ☐#6 ☐#7 ☐#8
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	☑#1 ☑#2 ☐#3 ☑#4 ☐#5 ☐#6 ☐#7 ☐#8

ACEI STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II			
students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.				
2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.	☐#1 ☐#5	☐#2 ☐#6	☐#3 ☐#7	☑#4 ☑#8
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.	☐#1 ☐#5	☐#2 ☐#6	☐#3 ☐#7	☑#4 ☐#8
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.	☐#1 ☐#5	☐#2 ☐#6	☐#3 ☑#7	☑#4 ☐#8
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.	☐#1 ☑#5	☐#2 ☐#6	☑#3 ☐#7	☑#4 ☐#8
INSTRUCTION STANDARDS				
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.	☐#1 ☑#5	☐#2 ☑#6	☑#3 ☐#7	☑#4 ☐#8
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.	☐#1 ☑#5	☐#2 ☑#6	☑#3 ☐#7	☑#4 ☐#8
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.	☐#1 ☑#5	☐#2 ☑#6	☑#3 ☐#7	☑#4 ☐#8

ACEI STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II			
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.	☐#1	☐#2	☑#3	☐#4
	☑#5	☑#6	☐#7	☐#8
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.	☐#1	☐#2	☑#3	☐#4
	☑#5	☑#6	☐#7	☐#8
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.	☐#1	☐#2	☑#3	☑#4
	☑#5	☑#6	☐#7	☐#8
5.1 Practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.	☐#1	☐#2	☑#3	☑#4
	☑#5	☑#6	☐#7	☐#8
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.	☐#1	☐#2	☑#3	☑#4
	☑#5	☑#6	☐#7	☐#8
5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.	☐#1	☐#2	☑#3	☐#4
	☑#5	☐#6	☐#7	☐#8
5.4 Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.	☐#1	☐#2	☑#3	☐#4
	☑#5	☑#6	☐#7	☐#8