

Section IV –Assessment 7

Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies. (Answer Required)

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

This assessment is a social studies unit assignment that the candidates are given during EDUC 321, Elementary Methods 1. This course is the first of two newly-created Methods courses. This assignment is a project that includes not only written work, but also involves having the candidates carry out their lesson in their field placements.

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

This assessment clearly connects to ACEI Standard 2.4. However, other components of this assessment's rubric also align with standards. The table below lists the specific rubric section next to the standard(s) with which they align.

ACEI Standard	Alignment w. EDUC 321 Social Studies Rubric
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	IIB. All components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Follow-up activity/assessment is relevant to topic and demonstrates thoughtful planning. IIIA. Met project expectations and requirements. Basic analysis of candidate's growth as a social studies 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. IIB 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.
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	Entire project
2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and	IB. 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

applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.	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. All components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Follow-up activity/assessment is relevant to topic and demonstrates thoughtful planning.
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.	IB 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. All components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Follow-up activity/assessment is relevant to topic and demonstrates thoughtful planning.
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.	IIB All components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Follow-up activity/assessment is relevant to topic and demonstrates thoughtful planning.
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.	IIB All components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Follow-up activity/assessment is relevant to topic and demonstrates thoughtful planning.
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.	IIB All components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Follow-up activity/assessment is relevant to topic and demonstrates thoughtful planning.
5.1 Practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.	IIB All components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Follow-up activity/assessment is relevant to topic and demonstrates thoughtful planning.
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.	IC Goals, curriculum standards, objectives clearly articulated. Assessments address concepts as well as skills related to student development of critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work reflect some thoughtful assessment of students' meeting (or not) lesson objectives.

3. A brief analysis of the data findings:

This is the first semester that this course has been offered, and the first time we used the rubric for this assignment. This type of project is new to our candidates; hence the lower scores are not all that surprising. In looking more deeply at the rubric, the scoring in some sections is particularly difficult, with 1-3 points indicating that the candidates did not meet expectations, 4-5 indicating that they did meet expectations, and 6 indicating exceeding expectations. We believe these factors interplayed in the lower scores of our candidates and will reexamine the scoring with other faculty in the Elementary Education program to ensure a fair and accurate scoring system.

In addition, the candidates score lower in areas that were related to writing skills. As our candidates are required to write more as their program continues, their writing skills have improved, as evidenced by the scores in this area on projects assigned later in the program (i.e. student teaching, Methods ESEC 383).

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

The data indicates that our candidates are meeting or exceeding expectations in all areas except professional presentation and reflection. These two areas are reinforced and improved upon throughout their remaining Methods experiences. Data provided in other assessments indicate there is definite improvement in these two areas over time. Given the alignment of this rubric's sections with the ACEI standards, it is apparent that the data does provide evidence that the standards are met.

5. Attachment of assessment documentation

See Assessment Section IV - Assessment 7 - Data Table