



**Exhibit 3.4.f.6**

**Assessment Instruments and Scoring Guides  
Elementary PDS Capstone Project**

Your final project is based on one of the Science and Technology for Children (STC) kits and units by Carolina Biological.

1. You will use your *mock class*, for the mini-unit.
  - a. K-1 classes will have 14 -20 students and 2-5 will have 21 students
  - b. Include your class list in the final project.
2. The final project will be a mini-unit, submitted electronically to Dr. Rosvally as one document. Work as a group, submit individually adapted to the developmental level of the students in your PDS assignment.
  - a. Consisting of 5 sequential science lessons and 5 parallel or integrated lessons
    - i. Based on the assigned STC unit
    - ii. Focused on a specific grade level (base this on the Standards alignment)
    - iii. The unit should integrate Literacy, Social Studies, (and optional Math).
  - b. Duration = 1 week
    - i. Lessons 1-3: Focus on Science
    - ii. Lesson 4: Integrates Science and Literacy
    - iii. Lesson 5: Integrates Science and Social Studies
3. All lessons will be developed using the WCSU lesson plan template
  - a. Standards to use
    - i. CT Frameworks – Science, English/Language Arts, Mathematics, English Language Learners (ELL), and Social Studies
    - ii. Common Core State Standards – Literacy and Mathematics
  - b. Differentiate instruction to accommodate all your identified students, but identify specific students in the differentiating instruction section (the yellow boxes on the lesson plan can be used to provide accommodations for all ELLs in class and all Students with Special Needs in class)
    - i. ELLs
    - ii. Special Needs
4. Lesson #5 will be presented to the Elementary Education Faculty Panel of Judges following the PDS experience- presentation date to be assigned. 15-20 minutes per group.

Presentation Date	Grade Levels	Group Members	STC Program Alignment	Life Science	Earth Science	Physical Science	Technology
	K-1		Weather	X	X		
	2-3		Rocks and Minerals		X	X	

Presentation Date	Grade Levels	Group Members	STC Program Alignment	Life Science	Earth Science	Physical Science	Technology
	2-3		Sound	X		X	X
	4-5		Motion and Design			X	X
	6-8		Catastrophic Events		X	X	X

**Elementary Education Professional Development Schools Semester  
Western Connecticut State University  
PDS Capstone Unit Design Fall 2011  
Written Component**

1. Title Page
  - a. APA Style
    - i. APA Tutorials and Resources: <http://apastyle.org/learn/index.aspx>
    - ii. FAQ: <http://www.apastyle.org/learn/faqs/index.aspx>
2. Table of Contents
  - a. Complete Table of Contents by the categories of this outline
  - b. Body of paper in APA Style
3. Overview of the 5 Lessons (Mini Unit)
  - a. Narrative introducing the unit – written last
4. Mind Map or Concept Map
5. Curriculum Map (Calendar)
  - a. 1 week (5 lesson) calendar
  - b. 5 sequential science lessons
  - c. Literacy, Social Studies, Special Needs/ELL parallel or integrated lessons
6. Lesson Design – use WCSU Lesson Plan model... think about:
  - a. Alignment
    - i. National Standards
    - ii. CT Frameworks for \*Science and #Math
  - b. Objectives
    - i. Bloom's Taxonomy
    - ii. Use Mager design for behavioral objectives  
<http://www2.gsu.edu/~mstmbs/CrsTools/Magerobj.html>
  - c. Sequence and Format
    - i. 5 sequential lessons
    - ii. WCSU format
    - iii. 5 E's
  - d. Differentiated instruction (ELL and Special Ed)
    - i. Focus on
      1. Concept/Content
      2. Process
      3. Product
  - e. Engaging Classroom Assessments (Best Practices)
    - i. Series of logical Formative Assessments
    - ii. Summative Assessment
  - f. Activities
  - g. Literacy for All Students (inc. ELL)
    - i. Reading

- ii. Writing
    - iii. Speaking
    - iv. Listening
    - v. Viewing
  - h. Integrate Technology
  - i. Content
    - i. Accuracy
    - ii. Logical sequencing
    - iii. Developmentally appropriate
- 7. Safe learning environment aspects
  - a. Physical
    - i. Bulletin Board Sketch
    - ii. Room layout
    - iii. Traffic flow
    - iv. Distribution and collection of materials
    - v. \*Science Laboratory Safety
  - b. Emotional
    - i. expectations
    - ii. contingency plans
  - c. Intellectual
    - i. matching ability/skills with instructional design
- 8. Signed and dated Plagiarism Statement
  - a. <http://web.cn.edu/kwheeler/plagiarism.statement.html>
- 9. Reference List in American Psychological Association (APA) Style
- 10. 30% of ED 415 grade

### ED 415 Elementary PDS Capstone Project in Science Scoring Rubric

(Shaded categories reflect demonstrated competencies)

Candidate Name: \_\_\_\_\_

Date: \_\_\_\_\_

Component	N/A 0	Unacceptable 1	Acceptable 2	Target 3	Score
Title Page	N/A	Does not reflect APA Style or reflects minor errors	Reflects APA Style	Totally reflects APA Style	
Table of Contents	N/A	Table of Contents is present but demonstrates minor errors	Table of Contents is present and reflects categories	Table of Contents is complete and is extensive in scope	
Overview of the Lessons	N/A	Narrative introducing the unit is incomplete or not self-reflective	Narrative introducing the 1 week (5 lessons) unit, is self-reflective in nature, and addresses major components of the project	Narrative introducing the 1 week (5 lessons) unit, is self-reflective in nature, and comprehensively addresses the entire project	
Mind Map or Concept Map	N/A	Mind/curriculum map is not aligned with the contents	Mind/curriculum map is aligned with the contents	Mind/curriculum map is fully aligned with the contents	
Lesson Design	N/A	Candidate does not demonstrate	Candidate demonstrates	Candidate fully and consistently	

Component	N/A 0	Unacceptable 1	Acceptable 2	Target 3	Score
Lesson Design		Alignment with National Standards and CT Frameworks	Alignment with National Standards and CT Frameworks	demonstrates Alignment with National Standards and CT Frameworks	
	N/A	Candidate does not demonstrate objectives using Bloom's Revised Taxonomy in the lesson sequencing	Candidate demonstrates objectives using Bloom's Revised Taxonomy in the lesson sequencing	Candidate demonstrates a logical sequence of objectives (from lower to higher order thinking) using Bloom's Revised Taxonomy	
Lesson Design	N/A	Does not use Mager design for behavioral objectives	Uses Mager design for behavioral objectives	Uses fully-formed Mager design for behavioral objectives	
Lesson Design	N/A	Does not demonstrate the use of 5 E's	Demonstrates the use of 5 E's	Demonstrates the consistent use of 5 E's	
Lesson Design	N/A	Inconsistently demonstrates differentiated Instruction	Demonstrates differentiated Instruction	Consistently demonstrates differentiated Instruction	
<p><b>INTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</b></p> <p><b>ACEI 3.1 Integrating and applying knowledge for instruction</b>—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p>					
<b>NSTA 1a</b>		Candidate plans instruction that does not support every student in meeting rigorous learning goals by drawing upon <b>knowledge of content areas</b>	Candidate plans instruction that supports students in meeting rigorous learning goals by <b>drawing upon knowledge of content areas</b>	Candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon <b>knowledge of content areas</b>	
<b>NSTA 1a</b>		Candidate plans instruction that does not support every student in meeting rigorous learning goals by drawing upon <b>knowledge of curriculum</b>	Candidate plans instruction that supports students in meeting rigorous learning goals by drawing upon <b>knowledge of curriculum</b>	Candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon <b>knowledge of curriculum</b>	
<b>NSTA 1a</b>		Candidate plans instruction that does not support every student in meeting rigorous learning goals by drawing upon <b>cross-disciplinary skills</b>	Candidate plans instruction that supports students in meeting rigorous learning goals by drawing upon <b>cross-disciplinary skills</b>	Candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon <b>cross-disciplinary skills</b>	

Component	N/A 0	Unacceptable 1	Acceptable 2	Target 3	Score
<b>NSTA 1a</b>		Candidate plans instruction that does not support every student in meeting rigorous learning goals by drawing upon <b>pedagogy</b>	Candidate plans instruction that supports students in meeting rigorous learning goals by drawing upon <b>pedagogy</b>	Candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon <b>pedagogy</b>	
Assessment	N/A	Assessments do not reflect student engagement and Best Practices	Assessments reflect student engagement and Best Practices	Assessments are detailed, engaging, and reflect Best Practices	
Assessment	N/A	Formative Assessments bear little relationship to the objective and content of the lesson	Series of logical Formative Assessments are present and aligned to the objective and content of the lesson	Formative Assessments are totally aligned with the objective and content of the lesson, are varied, and demonstrates use in the planning for the following lesson	
Assessment	N/A	Summative Assessment is not aligned to the objectives and content of the sequence in lessons	Summative Assessment is aligned to the objectives and content of the sequence in lessons	Summative Assessment is aligned to the objectives and content of the sequence in lessons, fully summarizing learning	

**InTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and guide the teacher’s ongoing decision making.**

**ACEI: 4.0 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.**

Assessment		The candidate does not fully demonstrate an understanding of assessment and/or does not use assessment in a way that engages learners in their own growth.	The candidate demonstrates an understanding of and uses assessment to <b>engage learners in their own growth.</b>	The candidate demonstrates an understanding of and uses multiple methods of assessment to <b>engage learners in their own growth.</b>	
Assessment		The candidate does not fully demonstrate an understanding of assessment and/or does not use assessment to <b>monitor learner progress.</b>	The candidate demonstrates an understanding of and uses assessment to <b>monitor learner progress.</b>	The candidate demonstrates an understanding of and uses multiple methods of assessment to <b>monitor learner progress.</b>	
Assessment		The candidate does not fully demonstrate an understanding of	The candidate demonstrates an understanding of and	The candidate demonstrates an understanding of and	

Component	N/A 0	Unacceptable 1	Acceptable 2	Target 3	Score
		assessment and/or does not use assessment to <b>guide ongoing decision making.</b>	uses assessment to <b>guide ongoing decision making.</b>	uses multiple methods of assessment to guide <b>ongoing decision making.</b>	
Literacy for All Students	N/A	The five elements integrating the language arts (reading, writing, speaking, listening, viewing) are not present	The five elements integrating the language arts (reading, writing, speaking, listening, viewing) are present	The five elements integrating the language arts (reading, writing, speaking, listening, viewing) are consistently represented	
<p><b>InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.</b></p> <p><b>ACEI: 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.</b></p>					
Instruction Diversity		The candidate does not fully demonstrate an <b>understanding of individual differences to ensure inclusive learning environments.</b>	The candidate demonstrates an <b>understanding of individual differences to ensure inclusive learning environments.</b>	The candidate demonstrates an understanding of <b>individual differences to ensure inclusive learning environments</b> that allow each learner to meet high standards	
Instruction Diversity		The candidate does not fully demonstrate an understanding of diverse communities.	The candidate demonstrates an understanding of diverse communities.	The candidate demonstrates an understanding of diverse communities to ensure inclusive learning environments that allow each learner to meet high standards	
Technology	N/A	Integrates Technology to a minimum in the lessons	Integrates Technology somewhere in the lessons	Technology is integrated in a completely logical manner and is seamless	
<p><b>InTASC Standard #5: Innovative Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</b></p> <p><b>ACEI: 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.</b></p>					
Instruction		The candidate does not fully demonstrate an understanding of how to connect concepts and use	The candidate demonstrates an understanding of how to connect concepts and use differing	The candidate demonstrates an understanding of how to connect concepts and use differing	

Component	N/A 0	Unacceptable 1	Acceptable 2	Target 3	Score
		differing perspectives to engage <b>learners in critical thinking</b> .	perspectives to engage learners <b>in critical thinking</b> .	perspectives to engage learners <b>in critical thinking</b> related to authentic local and/or global issues.	
Instruction		The candidate does not demonstrate an understanding of how to connect concepts and use differing perspectives to <b>engage learners in creativity</b> .	The candidate demonstrates an understanding of how to connect concepts and use differing perspectives to <b>engage learners in creativity</b> .	The candidate demonstrates an understanding of how to connect concepts and use differing perspectives to <b>engage learners in creativity</b> related to authentic local and/or global issues .	
Instruction		The candidate does not demonstrate an understanding of how to connect concepts and use differing perspectives to engage learners in <b>collaborative problem solving</b> .	The candidate demonstrates an understanding of how to connect concepts and use differing perspectives to engage learners in <b>collaborative problem solving</b> .	The candidate demonstrates an understanding of how to connect concepts and use differing perspectives to engage learners in <b>collaborative problem solving</b> related to authentic local and/or global issues.	
Content	N/A	Content is somewhat accurate	Content is accurate	Content is fully accurate	
Content	N/A	Content somewhat demonstrates logical sequencing	Content demonstrates logical sequencing	Content demonstrates a sequence that assists learning,	
Content	N/A	Content is somewhat developmentally appropriate	Content is developmentally appropriate	Content meets the target of being developmentally appropriate	
<p><b>InTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.</b></p> <p><b>ACEI: 2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</b></p>					
NSTA 2012 Curriculum		The candidate does not fully demonstrate an understanding of the <b>central concepts, of the discipline(s) he or she teaches</b> .	The candidate demonstrates an understanding of the <b>central concepts, of the discipline(s) he or she teaches</b> .	The candidate demonstrates an understanding of the <b>central concepts, of the discipline(s) he or she teaches</b> .	
NSTA 2012 Curriculum		The candidate does not fully demonstrate an understanding of	The candidate demonstrates an understanding of the	The candidate demonstrates an understanding of the	

Component	N/A 0	Unacceptable 1	Acceptable 2	Target 3	Score
		<b>the central tools of inquiry he or she teaches.</b>	<b>central tools of inquiry he or she teaches.</b>	<b>central tools of inquiry he or she teaches.</b>	
NSTA 2012 Curriculum		The candidate does not fully demonstrate an understanding of the <b>central structures of the discipline(s) he or she teaches.</b>	The candidate demonstrates an understanding of the <b>central structures of the discipline(s) he or she teaches.</b>	The candidate demonstrates an understanding of the <b>central structures of the discipline(s) he or she teaches.</b>	
Curriculum		The candidate creates learning experiences that <b>make these aspects of the discipline accessible and meaningful for learners.</b>	The candidate creates learning experiences that <b>make these aspects of the discipline accessible and meaningful for learners.</b>	The candidate creates learning experiences that <b>make these aspects of the discipline accessible and meaningful for learners.</b>	
Safe Learning Environment	N/A	Bulletin board sketch is not fully formed	Bulletin board Sketch is acceptable	Bulletin board Sketch is of high quality	
Safe Learning Environment	N/A	Room layout demonstrating traffic flow for the distribution and collection of materials is incomplete.	Room layout demonstrates effective traffic flow for the distribution and collection of materials.	The room layout and lesson plan contents clearly demonstrate an effective plan for traffic flow for the distribution and collection of materials.	
Safe Learning Environment	N/A	Aspects of a safe classroom do not consistently reflect elements of Science Safety	Lessons consistently reflect elements of Science Safety	Lessons consistently and accurately reflect detailed elements of Science Safety	
<p><b>InTASC Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</b></p> <p><b>ACEI: 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.</b></p>					
Instruction		The candidate does not demonstrate evidence of planning for environments that support <b>individual and collaborative learning.</b>	The candidate plans for environments that support <b>individual and collaborative learning.</b>	The candidate demonstrates extensive planning for environments that support <b>individual and collaborative learning.</b>	
Instruction		The candidate does not demonstrate evidence of planning for environments that	The candidate plans for environments that <b>encourage positive social interaction.</b>	The candidate demonstrates extensive planning for environments that	

Component	N/A 0	Unacceptable 1	Acceptable 2	Target 3	Score
		<b>encourage positive social interaction.</b>		<b>encourage positive social interaction.</b>	
Instruction		The candidate does not demonstrate evidence of planning for environments that encourage <b>active engagement in learning</b>	The candidate plans for environments that encourage <b>active engagement in learning</b>	The candidate demonstrates extensive planning for environments that encourage <b>active engagement in learning</b>	
Instruction		The candidate does not demonstrate evidence of planning for environments that encourage <b>self-motivation.</b>	The candidate plans for environments that encourage <b>self-motivation.</b>	The candidate demonstrates extensive planning for environments that encourage <b>self-motivation.</b>	
References and Citations	N/A	Reference List in American Psychological Association (APA) Style with some errors	Reference List in American Psychological Association (APA) Style is present	Reference List in American Psychological Association (APA) Style is extremely comprehensive	
<b>Total Score</b>					__/63

**Grading Rubric Elements Key (21 white areas):**

<b>Performance Level</b>	<b>Point Range</b>	<b>Numeric Grade Equivalent</b>
Target	53-63 points (with no 1's)	A
	43-52 points (with no 1's)	A-
Acceptable	32-42 points (with no 1's)	B+
	22-42 points (with no 1's)	B
Unacceptable	21 or fewer points (or with 1's)	

**Competency-based Rubric Elements Key (20 shaded areas):**

<b>Performance Level</b>	<b>Point Range</b>
Target	51-60 points (with no 1's)
Acceptable	40-50 points (with no 1's)
Unacceptable	39 or fewer points (or with 1's)

## ED 430 ASSESSMENT PLAN ASSIGNMENT SCORING RUBRIC

CRITERIA	UNACCEPTABLE (1)	ACCEPTABLE (2)	TARGET (3)	POINTS	
<p><b>INTASC Standard #7: Planning for Instruction.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context</p> <p><b>ACEI 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</b></p> <p><b>IRA 2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</b></p>					
Learning Objectives to be Assessed	Fails to state which learning objectives are being examined based on the problem from the case study	Vaguely states which learning objectives are being examined based on the problem from the case study	Explicitly explains which learning objectives are being examined based on the problem from the case study	/3	
<p><b>INTASC Standard #6: Assessment.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and guide the teacher’s ongoing decision making.</p> <p><b>ACEI: 4.0 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.</b></p> <p><b>IRA 3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.</b></p>					
Formative Assessment	Fails to provide a description and rationale for ONE effective formative assessment tool	Provides a description and rationale for ONE effective formative assessment tool	Provides a comprehensive and detailed description and rationale for ONE effective formative assessment tool	/6	
Summative Assessment	Fails to provide a description and rationale for ONE effective summative assessment tool	Provides a description and rationale for ONE effective summative assessment tool	Provides a comprehensive and detailed description and rationale for ONE effective summative assessment tool	/6	
<p><b>INTASC Standard #2: Learning Differences.</b> The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.</p> <p><b>ACEI: 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create</b></p>					

<b>instructional opportunities that are adapted to diverse students.</b>					
<b>IRA 1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.</b>					
<b>IRA 4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.</b>					
ELL Accommodations	Fails to include a modification for ELLs	Includes at least one modification for ELLs	Includes several effective and varied modifications for ELLs	/6	
<b>InTASC Standard #9: Reflection and Continuous Growth. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</b>					
<b>ACEI 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</b>					
<b>IRA 3.3: Use assessment information to plan and evaluate instruction.</b>					
Reflection	Fails to include an explanation of how this task helped you to understand the assessment process	An explanation of how this task helped you to understand the assessment process is included.	Very clear and thorough explanation supported by examples of how this task helped you to understand the assessment process is included.	/9	
				<b>Total Points /30</b>	
<b>28-30 = A</b>	<b>25-27 = A-</b>	<b>22-24 = B+</b>	<b>19-21 = B</b>	<b>16-18= B-</b>	<b>13-15= C+</b>

**Revised IRA Standards:**

[http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010\\_Role2.aspx](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role2.aspx)

**Competency and Grading Elements Key**

**Target**            **28-30 = A**  
                          **25-27 = A-**

**Acceptable**    **22-24 = B+**  
                          **19-21 = B**  
                          **16-18= B-**

**Unacceptable** **13-15= C+**

## ED 320 Elementary Education Student Evaluation Form Field Experience

	UNACCEPTABLE (1)	ACCEPTABLE (2)	TARGET (3)	N/E (0)	TOTAL POINTS
<p><b>InTASC Standard #2: Learning Differences.</b> The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.</p> <p><b>InTASC Standard #6: Assessment.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and guide the teacher’s ongoing decision making.</p> <p><b>InTASC Standard #7: Planning for Instruction.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>ACEI: 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.</b></p> <p><b>ACEI: 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</b></p>					
ORGANIZED KNOWLEDGE AND FACILITATE LEARNING	LEARNING EXPERIENCES SHOWED LITTLE DIFFERENTIATION AND WERE NOT GRADE LEVEL APPROPRIATE. OBJECTIVES AND ASSESSMENTS DID NOT ALIGN WITH STANDARDS	CREATED LEARNING EXPERIENCES THAT WERE DIFFERENTIATED AND APPROPRIATE WITH MEASURABLE OBJECTIVES AND ASSESSMENT CRITERIA ALIGNED WITH LOCAL, STATE, OR NATIONAL STANDARDS.	. LEARNING EXPERIENCES EXCEEDED EXPECTATIONS. SUCCESSFULLY ALIGNED STANDARDS WITH CONTENT KNOWLEDGE AND USED DIFFERENTIAED INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING		
RESPECT DIVERSITY	SHOWED LITTLE RESPECT FOR DIVERSITY.	DEMONSTRATED RESPECT AND VALUE FOR CHILDREN OF DIVERSE BACKGROUNDS.	INCORPORATED INTERNAL AND EXTERNAL RESOURCES TO SHOW RESPECT FOR DIVERSITY.		
<p><b>InTASC Standard #10: Collaboration.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p><b>ACEI 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.</b></p>					
VALUE AND COMMUNICATE	COMMUNICATION WITH MENTOR	COMMUNICATED WITH MENTOR	COMMUNICATED EFFECTIVELY AND		

	UNACCEPTABLE (1)	ACCEPTABLE (2)	TARGET (3)	N/E (0)	TOTAL POINTS
WITH FAMILIES	TEACHER, STUDENTS AND FAMILIES NEEDS IMPROVEMENT.	TEACHER AND EXHIBITED AN EFFECTIVE RAPPORT WITH STUDENTS AND FAMILIES WHEN APPROPRIATE.	PARTICIPATED IN ADDITIONAL ACTIVITIES AND MEETINGS TO ENHANCE RAPPORT		
<p><b>InTASC Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</b></p> <p><b>ACEI: 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.</b></p>					
ATTITUDE	SHOWED LITTLE ENTHUSIASM FOR TEACHING AND LEARNING.	DEMONSTRATED A COMMITMENT TO TEACHING AND LEARNING	SHOWED A PASSION FOR TEACHING AND A DEDICATION TO LEARNING.		
<p><b>InTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</b></p> <p><b>ACEI 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.</b></p>					
TECHNOLOGY	USED A LIMITED AMOUNT OF TECHNOLOGICAL RESOURCES AND MATERIALS.	. USED APPROPRIATE TECHNOLOGICAL RESOURCES AND SUFFICIENT MATERIALS.	INCORPORATED EXTENSIVE TECHNOLOGICAL RESOURCES AND MATERIALS.		
<p><b>InTASC Standard #9: Reflection and Continuous Growth. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</b></p> <p><b>ACEI 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</b></p>					
BE A REFLECTIVE PRACTITIONER	DID NOT CONSIDER CHILDREN’S COGNITIVE, SOCIAL, AND EMOTIONAL ABILITIES AT ALL TIMES.	DEMONSTRATED THE BELIEF THAT TEACHERS BEAR RESPONSIBILITY FOR CHILDREN’S COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT.	CONSISTENTLY CONSIDERED CHILDREN’S COGNITIVE, SOCIAL, AND EMOTIONAL SKILLS DURING THE TEACHING PROCESS.		
<p><b>InTASC Standard #1: Learner Development. The teacher understands how learners learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</b></p>					

	UNACCEPTABLE (1)	ACCEPTABLE (2)	TARGET (3)	N/E (0)	TOTAL POINTS
<b>ACEI: 3.2 Adaptation to diverse students</b> —Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.					
EXPERTISE IN CONTENT KNOWLEDGE	LACKED EFFORT TO ENHANCE STUDENTS INTELLECTUAL SKILLS. DID LITTLE TO ENHANCE STUDENT GROWTH AND ACHIEVMENT.	SUPPORTED STUDENTS INTELLECTUAL SKILLS AND SUPPORTED STUDENTS GROWTH AND ACHIEVMENT.	CHALLENGED STUDENTS INTELLECTUAL ABILITIES AND DEMONSTRATES KNOWLEDGE IN ORDER TO FACILITATE STUDENT GROWTH AND ACHIEVMENT		
<b>InTASC Standard #10: Collaboration.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.					
<b>ACEI: 5.2 Collaboration with families, colleagues, and community agencies</b> —Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.					
UNITY AND LEADERSHIP	STRUGGLED TO SHOW KNOWLEDGE, SKILLS AND DISPOSITIONS. LIMITED PARTICIPATION IN GROUPS.	KNOWLEDGE, SKILLS AND DISPOSITIONS ARE SUFFICIENT. WORKED WELL IN GROUPS.	DEVELOPED SUPERIOR KNOWLEDGE, SKILLS AND DISPOSITIONS TO BECOME AN EFFECTIVE LEADER. COLLABORATED EFFECTIVELY IN GROUPS.		

### Competency and Grading Elements Key

Score Range	Category	Corresponding Letter Grade
22-24	Target	24=A 23=A- 22=B+
19-21	Acceptable	21=B 20=B- 19=C+
Below 19	Unacceptable	

#### STUDENT'S PERFORMANCE DURING THE PDS DAYS INCLUDED EXPERIENCES WITH STUDENT ACADEMIC ABILITIES:

- ORAL READING Yes \_\_\_ No \_\_\_ N/E \_\_\_
- WRITING Yes \_\_\_ No \_\_\_ N/E \_\_\_
- MATHEMATICS Yes \_\_\_ No \_\_\_ N/E \_\_\_

#### NOTING AND RESPONDING TO:

- USE OF STUDENT NAMES IN THE CLASS Yes \_\_\_ No \_\_\_ N/E \_\_\_
- STUDENTS QUESTIONS Yes \_\_\_ No \_\_\_ N/E \_\_\_
- STUDENTS BEHAVIOR Yes \_\_\_ No \_\_\_ N/E \_\_\_
- CLASSROOM ORGANIZATION Yes \_\_\_ No \_\_\_ N/E \_\_\_
- GROUPINGS OF STUDENTS Yes \_\_\_ No \_\_\_ N/E \_\_\_

#### CONDUCTING A LESSON OR ACTIVITY THAT INVOLVED:

- LITERATURE BASED READING Yes \_\_\_ No \_\_\_ N/E \_\_\_
- SMALL GROUP SKILLS LESSON Yes \_\_\_ No \_\_\_ N/E \_\_\_
- PROCESS WRITING Yes \_\_\_ No \_\_\_ N/E \_\_\_
- CREATING A PROJECT, LEARNING CENTER, UNIT OR BULLETIN BOARD Yes \_\_\_ No \_\_\_ N/E \_\_\_

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**PARTICIPATING IN OTHER ACTIVITIES:**

13. VISITED A SPECIAL NEEDS CLASS Yes \_\_\_\_\_ No \_\_\_\_\_ N/E \_\_\_\_\_  
14. COMPLETED AN EXTRA-DUTY TASK Yes \_\_\_\_\_ No \_\_\_\_\_ N/E \_\_\_\_\_  
15. VISITED A DIFFERENT GRADE LEVEL Yes \_\_\_\_\_ No \_\_\_\_\_ N/E \_\_\_\_\_

COMMENTS \_\_\_\_\_

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**PDS STUDENT**

\_\_\_\_\_

**(Print Name)**

\_\_\_\_\_

**(Signature)**

\_\_\_\_\_

**(Date)**

**PDS CLASSROOM TEACHER**

\_\_\_\_\_

**(Print Name)**

\_\_\_\_\_

**(Signature)**

\_\_\_\_\_

**(Date)**

**ED 425 Content Area Science –Social Studies  
Lesson Plan Grading Rubric**

<b>CRITERIA</b>	<b>Unacceptable 1</b>	<b>Acceptable 2</b>	<b>Target 3</b>	<b>Points</b>
<p><b>InTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</b></p> <p><b>ACEI: 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</b></p>				
<b>Lesson Standard and Learner Background</b>	Standards and learner background are stated or the standards have not guided the development of the tasks.	Standards and learner background are stated. Standards have guided the development of tasks	Standards and learner background are stated and appropriate. Standards have guided the development of the tasks, lesson procedure and evaluation.	
<b>Lesson Plan Objectives</b>	Listed objectives are not clear.	Objectives are clear but may not be realistic given the content of the lesson.	Objectives provide a clear and realistic list of what students will be able to do at the end of the lesson.	
<b>Alignment of Lesson Content to Objectives</b>	Objectives do not align with the specified standards.	Objectives sufficiently address the given standards and focus on student learning and skills.	Cognitive, affective and psychomotor objectives align with standards and further elaborate them in terms of expected student behavior. Objectives are measurable and related to what the student is expected to know and do.	
<p><b>InTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and guide the teacher’s ongoing decision making.</b></p> <p><b>ACEI: 4.0 Assessment for instruction—Candidates know, understand, and use form a land informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</b></p>				

<b>Lesson Plan Assessments</b>	Assessments are inconsistent with the behavior described in the objectives and description of the lesson.	Formal and/or informal assessments are based on recall or recognition of information presented by the teacher. Most assessments are related to the objectives.	Multiple methods of assessment are used to gauge students learning both informally or formally. Assessments are related to the objectives and require students to demonstrate understanding rather than recalling information	
<p><b>InTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</b></p> <p><b>ACEI: 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving</b></p>				
<b>LESSON PROCEDURES</b> <b>Initiation, Lesson Development, Closure</b>	Lesson procedures are specified but are not clearly described.	Lesson procedures are described and provide some opportunity for student involvement.	Lesson procedures are clearly described and can be easily followed. They are sequenced in a manner that effectively involves students.	
<p><b>InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.</b></p> <p><b>ACEI: 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.</b></p>				
<b>Differentiated Instruction</b>	Instruction is inadequately modified to meet the needs of diverse learners.	Instruction is adequately modified to ensure inclusive learning environments.	Instruction is modified to meet the needs of diverse learners and to ensure inclusive learning opportunities for all students.	
<p><b>InTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</b></p> <p><b>ACEI: 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.</b></p>				
<b>Resources, Materials and Technology</b>	Resources appear to be busy work or time fillers. Some materials are missing and the technology is not related to specific lesson.	Resources and materials are helpful to students. The teacher is the prominent user of technology.	Resources and materials provide a scaffold for students to reach higher learning levels. Technology is planned appropriately for use by students and teachers.	
<b>Total Points=21</b>				

**Comments:**



### **Competency and Grading Elements Key**

<b>Score Range</b>	<b>Category</b>	<b>Corresponding Letter Grade</b>
<b>19-21</b>	<b>Target</b>	<b>21=A 20=A- 19=B+</b>
<b>16-18</b>	<b>Acceptable</b>	<b>18=B 17=B- 16=C+</b>
<b>Below 16</b>	<b>Unacceptable</b>	

## PDS Final Project Presentation

Here are the criteria we will use to assess your presentation on your PDS Final Project Unit:

### CONTENT

Share ONE component the Social Studies-Science lesson you developed. You can share the initiation, main lesson, closure, assessment, or one of the ways you differentiated instruction in this lesson.

- I. DEVELOPMENT: First walk audience through why you selected this particular strategy and resources; next, explain how you planned this lesson component as it grew from an idea in your head to the piece of the lesson you decided to present; then highlight this lesson component's strengths in terms of following best teaching practices.
- II. DISCUSS EACH OF THE LESSON COMPONENTS: Lesson Initiation, Lesson Development, Lesson Closure, Assessment, Differentiating Instruction for ELLs and Special Ed
- III. PROFESSIONAL GROWTH: Share your reflections as to why this lesson helped you better understand what it takes to be an effective classroom teacher
  - ✓ What might you have done differently in terms of designing this lesson?
  - ✓ What did you learn about constructivist pedagogy by developing this lesson?
  - ✓ Did you learn anything about classroom management from this experience?
  - ✓ What was the most difficult component of this lesson (initiation, development, closure, assessment, differentiated instruction) and why do you think that is the case?
  - ✓ How did developing this lesson help you to better comprehend the meaning of constructivist teaching and learning theory?
  - ✓ In what other ways did this two week clinical experience contribute to your professional growth?
  - ✓ What do you predict to be the greatest challenges during your student teaching experience next semester?

### FORMAT (10 slides total)

SLIDE #	CONTENT
1	title and presenter name(s)
2	relevant background about students, classroom teacher, classroom environment
3	lesson objectives: what exactly you hoping to accomplish by teaching this lesson?
4	lesson snapshot-- share one AH-HA moment from lesson planning stage
5	lesson snapshot-- share one AH-HA moment from lesson implementation stage
6a	differentiating instruction: share an example of how you attempted to differentiate instruction for ELLs (was this successful?)
6b	differentiating instruction: share an example of how you attempted to differentiate instruction for students with Special Needs (was this successful?)
7	analysis of what worked and what did not (did you meet your objectives? Why or why not?)
8	demonstrate your understanding of how this lesson connects to constructivist theory of teaching and learning
9	describe one specific way you feel you better understand what will be expected of you during your student teaching experience next semester

## PDS Capstone Presentation Rubric

	Criteria			
	1 Unacceptable	2 Acceptable	3 Target	
<b>Slideshow Organization</b>	Audience has difficulty following presentation because students jumps around.	Students present information in logical sequence which audience can follow.	Students present information in logical, interesting sequence which audience can follow.	_____
<b>Content Knowledge</b>	Students are uncomfortable with information and are able to answer only rudimentary questions.	Students are at ease with content, but fail to elaborate.	Students demonstrate full knowledge (more than required) with explanations and elaboration.	_____
<b>Creativity</b>	Students occasionally use visuals that rarely support text and presentation.	Visuals related to text and presentation are appropriate.	Students use visuals to reinforce screen text and presentation.	_____
<b>Mechanics</b>	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
<b>Delivery</b>	Students incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student voices are clear. Students pronounce most words correctly.	Students use clear voices and correct, precise pronunciation of terms.	_____
<b>Reflection on Group Lesson Planning</b>	Standards and learner background are stated or the standards have not guided the development of the tasks. Limited differentiation was exhibited.	Standards and learner background are stated. Standards have guided the development of tasks with appropriate differentiated instruction.	Standards and learner background are stated. Proper planning guided the development of the tasks, lesson procedure and evaluation for designated grade level with a variety of differentiated instructional methods.	_____
<b>Reflections on Individual Lesson Adaptation and Implementation</b>	<i>There is little self-disclosure, minimal risk</i> in connecting concepts from PDS to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.	Understand concepts by <i>cautiously</i> examining personal experiences during PDS as they relate to the topic.	Thoroughly explains personal experiences that are connected to the topic. Demonstrated an <i>open, non-defensive ability</i> to discuss both growth and frustrations as related to his/her PDS experience.	
<b>Reflections on Professional Growth</b>	Candidates demonstrate LIMITED	Candidates demonstrate SATISFACTORY	Candidates demonstrate HIGHLY	

	PROGRESS toward meeting the expected-level of performance.	PROGRESS toward meeting the expected-level of performance.	COMPETENT PERFORMANCE toward meeting the expected-level of performance.	
Total (24)				

**InTASC Standard #1: Learner Development.** The teacher understands how learners learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**ACEI: 1.0 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.

**InTASC Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.

**ACEI: 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.

**InTASC Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**ACEI 3.1 Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community

**InTASC Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and guide the teacher's ongoing decision making.

**ACEI: 4.0 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

## Competency and Grading Elements Key

Score Range	Category	Corresponding Letter Grade
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