

**DESCRIPTION OF THE PROJECT**

Areas of Analysis	UNACCEPTABLE/DEVELOPING		ACCEPTABLE			TARGET	
<p><b>STUDENT TASK:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What was asked?</li> <li><input type="checkbox"/> Content area of study identified</li> <li><input type="checkbox"/> List of probing questions are included</li> <li><input type="checkbox"/> Manipulatives used</li> <li><input type="checkbox"/> Ways to assess performance are assumed</li> </ul> <p><b>CEC 4, 8; RIPTS 3, 4, 9;</b>  <b>KNOWLEDGE: Domain-Specific;</b>  <b>Contextual Perspective;</b>  <b>PRACTICE: Evidence-Based Decision Making; Diversity</b></p>	<p><input type="checkbox"/> Candidate does not provide information in this area</p> <p style="text-align: center;">0</p>	<p><input type="checkbox"/> Candidate offers limited analysis. Information was noted but important information was missing or the level of detail did not present a full description of the task</p> <p style="text-align: center;">2    3</p>	<p><input type="checkbox"/> Candidate's information reflects an adequate amount of information to provide an overview of the task</p> <p style="text-align: center;">4    5    6</p>	<p><input type="checkbox"/> Candidate provides an excellent overview of the task; Many details are provided</p> <p style="text-align: center;">7    8</p>			
<p><b>REASONS:</b></p> <p><i>STUDENT</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 reasons for choosing the student are described.</li> </ul> <p><i>TASK</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 reasons for choosing task are described</li> </ul> <p><b>CEC 2, 3, 4; RIPTS 3, 4, 6;</b>  <b>KNOWLEDGE: Domain-Specific;</b>  <b>Contextual Perspective;</b>  <b>PRACTICE: Evidence-Based Decision Making; Diversity; Professional Identity</b></p>	<p><input type="checkbox"/> Candidate does not provide information was not found in this area</p> <p style="text-align: center;">0</p>	<p><input type="checkbox"/> Candidate offers just one reason for choosing the student or task. Information was found but important information was missing or the level of detail did not present a full description of this area</p> <p style="text-align: center;">2    3</p>	<p><input type="checkbox"/> Candidate's information reflects an adequate amount about the reasons for choosing the student and the task</p> <p style="text-align: center;">4    5    6</p>	<p><input type="checkbox"/> Candidate provides an excellent overview about the reasons for choosing the student and the task; Each section is defined and supported with many details in all required areas</p> <p style="text-align: center;">7    8</p>			

**SUMMARY OF STUDENT PERFORMANCE**

<p><b>Description of:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Overall child's performance in terms of achievement</li> <li><input type="checkbox"/> Meaningfulness of data gained</li> <li><input type="checkbox"/> Attitude toward task</li> <li><input type="checkbox"/> Child's strengths (1-2 paragraphs)</li> <li><input type="checkbox"/> Child's areas of challenge (1-2 paragraphs)</li> </ul> <p><b>CEC 3, 8; RIPTS 3, 4, 9;</b>  <b>PRACTICE: Evidence-Based Decision Making; Diversity; Professional Identity</b></p>	<p><input type="checkbox"/> Candidate's information was not found in this areas</p> <p style="text-align: center;">0</p>	<p><input type="checkbox"/> Candidate's information was found but described in limited detail. Important information was missing. Some areas of the description were weak.</p> <p style="text-align: center;">2    3</p>	<p><input type="checkbox"/> Candidate's information reflects an overview of the student's performance with details provided in all areas identified</p> <p style="text-align: center;">4    5    6</p>	<p><input type="checkbox"/> Candidate provides an excellent overview of the student's performance, describing all areas identified in detail</p> <p style="text-align: center;">7    8</p>
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TEACHING IMPLICATIONS				
Areas of Analysis	UNACCEPTABLE/DEVELOPING		ACCEPTABLE	TARGET
<ul style="list-style-type: none"> <li>o What did you learn from the observing the student at work?</li> <li>o What did you learn from the student's questions/responses?</li> <li>o What did you learn from your questions/responses?</li> <li>o What did you learn about your assessments?</li> <li>o Should you change what/how you teach this task/topic again?</li> <li>o Should you provide accommodations and modifications?</li> </ul> <p><b>CEC 8, 9, 10; RIPTS 9, 10, 11; PRACTICE: Evidence-Based Decision Making; Professional Identity</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Candidate addresses fewer than 3 areas of analysis are</li> <li><input type="checkbox"/> Analysis includes few examples and does not demonstrate any reflection of teaching practices and assessment</li> <li><input type="checkbox"/> Analysis reflects minimal understanding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Candidate addresses less than 5 areas of analysis</li> <li><input type="checkbox"/> Many areas of analysis include only one example in most instances and does not demonstrate adequate reflection of teaching practices and assessment</li> <li><input type="checkbox"/> Analysis reflects a marginal understanding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Candidate's analyses are investigated and described in separate paragraphs</li> <li><input type="checkbox"/> Most areas of analysis include two examples that demonstrate adequate reflection of teaching practices and assessment.</li> <li><input type="checkbox"/> Analysis reflects good understanding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Candidate's analyses are investigated, defined, and described in separate paragraphs</li> <li><input type="checkbox"/> At least 2 examples are included in each area that clearly demonstrates that demonstrate adequate reflection of teaching practices and assessment</li> <li><input type="checkbox"/> Level of Analysis reflects an excellent understanding</li> </ul>
	0	2    3	4    5    6	7    8

Professionalism of the Paper				
	UNACCEPTABLE/DEVELOPING		ACCEPTABLE	TARGET
<b>Writing Mechanics</b>	<input type="checkbox"/> Writing skills require significant improvement	<input type="checkbox"/> Writing skills require some improvement	<input type="checkbox"/> Good writing skills with few errors noted	<input type="checkbox"/> Excellent writing skills
And	0	2    3	4    5    6	7    8
<b>Presentation of Paper</b>	<input type="checkbox"/> Acronyms are not defined <input type="checkbox"/> Errors of format	<input type="checkbox"/> errors of spelling <input type="checkbox"/> Font difficult to read	<input type="checkbox"/> errors of grammar <input type="checkbox"/> Headers not used	<input type="checkbox"/> non-professional language used <input type="checkbox"/> Pages not numbered <input type="checkbox"/> Not concisely worded Ideas are difficult to follow in some areas

\_\_\_\_\_/40

Grade for Paper: \_\_\_\_/100

Name \_\_\_\_\_

Professor's Signature \_\_\_\_\_ date \_\_\_\_\_

\_\_\_\_ Initial Submission

\_\_\_\_ Re-submission

### Evaluation of Math/Science Interview Project

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable/Developing	Acceptable	Target