

ASSESSMENT 2. CONTENT KNOWLEDGE B

DESCRIPTION

In the final and fourth middle level course adopted in the fall of 2008, middle level preservice teachers create a differentiated unit based on their individual content area. The goal of this unit is two fold. First professors and instructors would like students to demonstrate their ability to engage in planning the entire unit. Students use the Understanding By Design method and are therefore required to use essential questions, integrate differentiated assessments, and display a variety of strategies. The second goal of the assessment is for students to demonstrate their content knowledge. As a result each unit being based on their content area, preservice teachers are evaluated on both content and pedagogical knowledge.

As the data illustrates students continue to improve in their assessment; instructors also continue to improve their craft.

EVALUATION RUBRIC

MLED 340

Content	Exemplary	Proficient	Approaching	Unacceptable
<p>Includes:</p> <ul style="list-style-type: none"> - Three stages - Two complete lesson plans Various graphic organizers to be used in the unit. - At least 2 GLEs or curriculum strands. - Two Big Ideas and 2 essential questions - Authentic performance assessment and rubric <p>Teacher showed considerable consideration of: (See figure 6.1)</p> <ol style="list-style-type: none"> 1. Direct instruction strategies 2. Facilitation strategies 3. Coaching strategies – (Refer to Literacy roles) 	<p>Each stage is completed in depth and with variety of examples so that any teacher might be able to implement the unit easily.</p> <p>The two complete lesson plans (Stage 3) clearly and coherently describe the differentiated components.</p> <p>Performance Assessment is rigorous, authentic and clearly assesses student understanding of the Big Ideas.</p> <p>Rubric criteria is aligned to the assessment and includes descriptors to assess the student's "degree of</p>	<p>Each stage is completed in depth and with some variety of examples so that any teacher might be able to implement the unit..</p> <p>The two complete lesson plans (Stage 3) clearly describe the differentiated components.</p> <p>Performance Assessment is authentic and clearly assesses student understanding of the Big Ideas.</p> <p>Rubric criteria is aligned to the assessment and includes descriptors to assess the student's "degree of understanding."</p>	<p>Each stage is completed but may lack depth in one area or may provide limited examples making it difficult for others to implement the unit.</p> <p>The two complete lesson plans (Stage 3) lack clarity in describing the differentiated components.</p> <p>Performance Assessment is may not be authentic or may not assess student understanding of the Big Ideas.</p> <p>Rubric criteria is aligned to the assessment and includes descriptors to assess the student's "degree of</p>	<p>Unit development either lacks coherence or is missing many components.</p> <p>Did not complete two lesson plans or the lesson plans lack coherence or differentiated components.</p> <p>Performance Assessment is may not be authentic or does not assess student understanding of the Big Ideas.</p> <p>Rubric criteria is not aligned to the assessment and lacks descriptors to assess the student's "degree of understanding."</p> <p>The unit has limited ways for student(s) to</p>

	<p>understanding”</p> <p>The unit includes varied ways for student(s) to show what they know and their degrees of understanding</p> <p>Learning Plan clearly shows an attempt to differentiate in order to address students of varying abilities, learning styles, interests, etc.; and uncover the content in such a way to deepen student understanding.</p> <p>(40)</p>	<p>The unit includes varied ways for student(s) to show what they know and their degrees of understanding.</p> <p>Learning Plan shows an attempt to differentiate in order to address students of varying abilities, learning styles, interests, etc.; and uncover the content in such a way to deepen student understanding. (30)</p>	<p>understanding.”</p> <p>The unit has limited ways for student(s) to show what they know and their degrees of understanding.</p> <p>Learning Plan shows an attempt to differentiate in order to address students of varying abilities, learning styles, interests, etc.; and uncover the content in such a way to deepen student understanding.</p> <p>(20)</p>	<p>show what they know and their degrees of understanding.</p> <p>Learning Plan shows little attempt to differentiate in order to address students of varying abilities, learning styles, interests, etc.; and uncover the content in such a way to deepen student understanding.</p> <p>(10)</p>
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DATA

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	38	Unit worth 40 total points Mean = 35.2
2008/09	41	Unit worth 35 total points Mean = 32
2007/08	12 (fall only)	Unit worth 35 total points Mean = 31