ASSESSMENT 3. ABILITY TO PLAN INSTRUCTION

DESCRIPTION

Middle level preservice teachers work as a team of either three or four members in MLED 320 where they select a concept and design a culminating activity for the unit. For the past three years this unit work has been used to assess middle level preservice teachers ability to plan instruction. As a result of revising and revamping the competencies the ml professors have decided to continue to use the 320 assignment; however, they will use the new MLED 330 assignment an assessment on the ability to plan. With this assignment each preservice teacher conducts a Miscue Analysis with one middle level student in their field placement. Both rubrics are attached as are the MLED 320 unit grades.

EVALUATION RUBRIC

Integrated Unit Rubric

MLED 320

Content	Exemplary	Proficient	Approaching	Unacceptable
Includes: • Introduction to the Unit • Vision and mission • Team bios, norms & roles • Daily schedule including advisory, four or five academic classes, and team and individual planning time • Concept and principle • Three guided questions • Parent letter • Day-by-day teaching plan for each team member • Relevant Standards, gles • Culminating activity • Rubric for activity • Two lessons plans per each team member • Unit evaluation	All content criteria are present and unit shows evidence of an insightful reflection, understanding, and knowledge of each component. The unit is well organized, hangs together well, and is very easy to read and implement. The concept It is also (22)	Most criteria are present and the essay shows evidence of a well-reasoned reflection, understanding, and knowledge of the each unit component. The essay includes use of observation, conversation, demographic data materials on the school, and materials on early adolescence. (20)	Most criteria are present and the essay shows evidence of reflection, and some understanding, and/or knowledge of the each unit component. The essay includes some organization, use of observation, conversation, demographic data materials on the school, and materials on early adolescence. (18)	Some criteria is present, but not comprehensive or connected. There is little evidence of reflection, understanding, and/or knowledge of the early adolescence. The essay includes little use of observation, conversation, demographic data materials on the school, and/or materials on early adolescence. (14)
Personal Engagement **and Conventions**	Consistent, clear, and coherent demonstration of personal engagement in responding to the	Clear and coherent demonstration of personal engagement in responding to the	Limited demonstration of personal engagement in responding to the	No sense of personal engagement in responding to the task.

	task.	task.	task.
	Demonstrates mastery of grammar, usage, mechanics, and spelling.	Demonstrates **control** of usage, grammar, mechanics, and spelling (few errors).	May contain some intrusive errors in grammar, usage, mechanics, and spelling.	Contains many intrusive errors in grammar, usage, mechanics, and spelling
	Sophisticated sentence structure and imagery; language is distinctive. (8)	Sentence structure is varied. Language is powerful, and word choice is precise. (6)	Uses appropriate vocabulary and sentence structure. (4)	Minimal use of appropriate vocabulary and sentence structure. (2)

DATA

ACADEMIC YEAR	N	MEAN SCORES
2009/10	51	Total points for unit – 30 Mean = 28.2
2008/09	27	Total points for unit – 30 Mean = 27.2
2007/08	28	Total points for unit – 30 Mean = 27.1

2010-2011 is the first year this is being used as an assessment.

Miscue Rubric

Name _____

Criteria	Points possible	Self Evaluation	Professor Evaluation
Student History: [1 page] • What is the background of the student? (Age, gender, grade level, ability level, learning style preference, challenges, supports, reason for selecting this student) • Describe your relationship with the student. • In depth, well supported background information on the students. • Thorough description of teacher's relationship with student. • Information from IEP if relevant.	5		
Findings from Miscue: [3 pages] • Refer to the transcript to provide evidence for strengths evidenced by the reading. What patterns do you notice? • Refer to the transcript to provide evidence for weaknesses evidenced by the reading. What patterns do you notice? • Observation of student's behaviors during administration of miscue. • What did you learn about the student as a reader and a student during the miscue?	5		
Planning and Instruction: [2 pages] • What instructional resources would you use to promote reading development? Why would these resources be appropriate? How would you use these resources? • What would be the reading goal(s) for this lesson, and why would they be developmentally appropriate for the student? Well-organized discussion of why this goal is relevant to student. • Try to teach if you can if not talk about expectations • What feedback did you/ would you provide the student? How did it/ could it impact student learning?	5		
Critical Reflection: [2 pages] • What was a successful moment/aspect of this experience? Explain why it was successful. • What would you do differently if you had the opportunity to conduct a miscue again? Why? • How will this experience influence your future teaching? • Thoughtful discussion presented about how the experience of conducting the miscue analysis will influence future teaching beyond this assignment. • Make sure this is from the perspective of a content area teacher.	5		
APA Format: • Use of first person • Proper citations format, reference list, headings, number format, etc. • Spelling and grammar check . Appendix: * Include the actual text you used, the marked text.	5		
Total:	25		
Percent:	100%		