

ASSESSMENT #2

Course Grades/ Evaluations

The Social Sciences/ Secondary Education program provides a wide range of courses that directly address the 10 NCSS themes and Social Science Discipline 2.1 History. Candidates are required to take 30 hours in history to be considered “highly qualified” and an additional 30 - 36 as social science majors (see Plans of Study in Appendix). Candidates maintain a 2.75 GPA in their content courses (history and social science courses combined) in order to maintain standing in the program and progress through the professional sequence of courses in Secondary Education. Where we don’t have a course that is directly aligned with an NCSS theme, the “Candidate Effect on Student Learning” (see Assessment #4) evaluates their effectiveness in teaching to the Standard. The teacher candidates’ reflections on their strengths after completing their Social Science Content Portfolios (see Assessment #6) also addresses these standards.

1.1: Culture and Cultural Diversity: All Social Sciences/ Secondary Education majors are required to take anthropology/sociology classes that have a major focus on culture, most typically *ANTH 101: Introduction to Cultural Anthropology*. All Social Sciences/ Secondary Education majors must select a course from the Core Three, “Non Western Worlds.” These courses have as their purpose to provide students with an understanding of the study of Non-Western cultural and historical traditions that have shaped the world in which we live and a critical appreciation of the values, ideas, and practices that have emerged from these traditions.” (Found in: *General Education at Rhode Island College*. (See <http://www.ric.edu/recordsOffice/pdf/2009-2011Catalogupdated2010.pdf>, p. 120). All students also take *FNED 346: Schooling in a Democratic Society*, which closely examines cultural diversity in the US and its significance (e.g., teachers’ lack of understanding of cultural difference) in making sense of unequal educational outcomes. **1.2: Time Continuity and Change:** All Social Sciences/ Secondary Education majors take a 30 hour mandatory distribution of history courses as per their program of study. **1.3: People, Places, and Environments:** All Social Sciences/ Secondary Education majors take Geog. 400 “Regional Geography.” **1.4: Individual Development and Identity:** All Social Sciences/ Secondary Education majors take *CEP 315: Educational Psychology*; *SPED 433: Adaptation of Instruction for Inclusive Education*; *FNED 346: Schooling in a Democratic Society*; and create a case study of several students that they will track as a component part of their Exit Portfolio, now called the Teacher Candidate Work Sample). Since students are required to take CEP 315, FNED 346, and SPED 433 we ask that you consider them together in regard to this theme. In the case of CEP 315, psychological theories and research findings as they apply to classroom situations are analyzed. Emphasis is placed on the characteristics of the learner and the nature of effective teaching. FNED 346 examines the importance of culture and social context in individual development, and the shifting terrain of identity formation in our society. *SPED 433: Adaptation of Instruction for Inclusive Education* examines the teacher’s role in inclusive education. The curriculum of SPED 433 centers on the assessment and adaptation of curriculum, methods, and materials for students with a wide range of learning disorders and physical impairments and whom have been mainstreamed into a general education setting. All candidates develop a unit demonstrating their ability to adapt instruction for inclusive education. **1.5: Individuals, Groups, and Institutions:** All students take *POL 202: American Government*, in which the institutions and principles of American government are examined. Attention is given to the constitutional foundation, federalism, political parties, congress, the presidency, the Supreme Court, and civil rights. All sections of this course take an approach that emphasizes institutional structures and behaviors and group pluralism as an essential attribute of American social life and students, and write an essay that is an important component part of that course. In addition, students in FNED 346 write on their observations tutoring in urban schools. In the Student Teaching Seminar (SED 422), as part of the Teacher Candidate Work Sample, student

teachers examine the school as a pivotal institution both in the lives of their students and the community. The artifact requires candidates to analyze the school's administrative structure, policies, and curriculum and the impact on students, teachers and the community. Candidates are expected to know the demographics and socio-economic status of the community and the school functions in this setting (see Appendix). **1.6 Power, Authority and Governance:** All Social Sciences/ Secondary Education Majors are required to take POL 202 American Government and in most cases a second course in Political Science as part of their program of study. (The second course is now required of all students in the new Social Studies/Secondary Education major.) **1.7: Production, Distribution, and Consumption:** All Social Sciences/ Secondary Education majors are required to take two economics classes, either *ECON 200: Introduction to Economics* (which contains a section on microeconomics) or *ECON 214: Microeconomics*; and *ECON 215: Macroeconomics*. **1.8: Science, Technology, and Society:** This standard is met in many of the courses that students are required to take (including *ANTH 101: Cultural Anthropology*, which looks at the interface of technological evolution and political and cultural change). Their *History 161: Western History* course also includes a section of the final exam that addresses this theme as well as *History 202: United States History Since 1877*, which requires them to complete an essay examining the context of the Second Industrial Revolution. **1.9: Global Connections:** All candidates in the Social Sciences/ Secondary Education major take a non-Western General Education course that looks at a particular region and examines cultural contact; teacher candidates in the new Social Studies major are now required to take *History 266: Globalization in Historical Perspective Since 1500* as their Core 4 class (before it was an advisory matter); and at least one upper-level course from the Non Western strand – which examines a region and the impact of contact with the West - is part of their program of study. **1.10 Civic Ideals and Practices:** All candidates are required to take *POL 202: American Government* and for most a second course in Political Science as part of their program of study. **2.1: History:** All Social Sciences/ Secondary Education majors are required to take the 30 hours of selected history courses in order to be designated “highly qualified” in history.

Students are required to maintain a 2.75 GPA in their social science and history content courses in order to remain in good standing in the program. An examination of the grades demonstrates a fairly stable pattern over the past three years with individual course GPAs arranged by NCSS themes showing only slight variation. It should be noted that this is also a pattern found in the Praxis II Content Social Studies exam results. The establishment of specific GPA requirements for gate courses such as a C for History 200 “Historical Methods” and a C+ for History 362 capstone course “Reading Seminar,” a minimum of 2.75 in content area courses, and close advising all play a significant role in ensuring this outcome.

ASSESSMENT #2 DATA

(Note: This data was not correctly saved and is thus unavailable for direct analysis, but the questions give a sense of what was asked of students. Grades in these classes indicate that they were successful in these classes.)

Rhode Island College
History Department
History 161
Final Exam Addenda

Please answer the following on the second Scantron sheet that your instructor has given you.

1. Which of the following did **not** contribute to the Scientific Revolution?
 - a. the breakdown of Christian unity.
 - b. warfare and rejection of traditional authority.

- c. the advent of the gasoline engine.
 - d. a desire to break away from the classical ideas and explore new ones.
2. The Industrial Revolution in Britain was largely inspired by:
- a. the urgent need to solve the great poverty in the 18th century.
 - b. the failure of cottage industry.
 - c. entrepreneurs who sought and accepted the new engineering improvement and their application in manufacturing.
 - d. the industrialization of the Dutch and the French.
3. European technological advances during the Second Industrial Revolution, especially in medical fields and chemistry
- a. had little impact on the lives of Europeans.
 - b. aided in the European conquest of territories, especially in Africa.
 - c. contributed to drug problems among Europeans in the late 1800s.
 - d. helped settle the dispute about men's versus women's native intelligence.
4. The Manhattan Project which led to the United States building the first atomic weapons and their consequences
- a. was carried out with complete knowledge of the U.S. military leaders.
 - b. helped the United States win the Cold War.
 - c. caused the renewed debate about issues of morality and scientific advancement.
 - d. made the rest of the world pleased about American politics.
5. What has been the greatest impact on the contemporary world because of the Computer Revolution?
- a. Everybody has access to games, music and entertainment.
 - b. It enhances communication around the world and develops global awareness.
 - c. It has caused English to become the language of the world.
 - d. It allows for instant bank transfers for tourists around the world.

**Rhode Island College
History Department**

**Political Science 202
Assessment Addenda
Sample Questions**

The economic interests of the rich and poor have often clashed. Howard Zinn explains that though the United States was founded as a Republic the Constitution and laws of the land are written to preserve the power of the elite. Zinn utilizes events such as Shay's Rebellion, the New York City Flour Riot of 1837, and Dorr's Rebellion to demonstrate his thesis. In a well written essay using at least three specific examples explain why you agree, disagree, or would modify Zinn's assertion.

Recent public opinion polls in America have reflected a growing toleration for gays and interracial relationships, but a lessening concern about the responsibility of the federal government to relieve poverty. Analyze why Americans are becoming more tolerant of diversity, yet less concerned with alleviating poverty.

**Rhode Island College
History Department**

**History 202
Final Exam Addenda
Sample Questions**

Addressing the contradiction between political liberty and industrial slavery Louis D. Brandeis, a Supreme Court Justice and strong supporter of unions, asserted that without, “freedom in things industrial,” the United States would be “a nation of slaves.” Whereas, the industrialist Abram Hewitt claimed that, “men who are equal in liberty” should be content with the “inequality of distribution” inevitable in modern society. In a well-written essay outline the differences between labor’s interpretation of industrial freedom and that embraced by a large majority of industrialists during the Gilded Age. Be sure to make use of at least three specific examples in your discussion.

In a well written essay discuss the impact that technological innovations of the second industrial revolution had on labor relations during the Gilded Age. For example, be sure to account for working class response to such issues as automation, deskilling, and working conditions associated with the rise of an advanced industrial economy.

.....

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Exit Portfolio

School Analysis Scoring Rubric

(replaced by portions of the Teacher Candidate Work Sample that incorporate this)

Name: _____ Student ID #: _____

Telephone #: _____ E-Mail: _____

Teacher Preparation Program: Secondary Education Major/Concentration: _____

Assess the extent that the candidate has achieved the following Rhode Island Beginning Teacher Standards in the school analysis. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

	Weakness	Developing	Competence	Strength
1. The school analysis provided evidence of school-wide data that reflect the school's understanding (or lack of understanding) of how children learn and develop. <i>(RIBTS 3)</i>	1	2	3	4
2. The school analysis provided evidence of school-wide data that reflect the school's understanding (or lack of understanding) of how students differ in their approaches to learning. <i>(RIBTS 4)</i>	1	2	3	4
3. The school analysis provided evidence that an effective learning environment was (or was not) created in the school such that positive social interaction, active engagement in learning, and self-motivation are (are not) evident. <i>(RIBTS 6)</i>	1	2	3	4
4. The school analysis provided evidence of collaboration among teachers, staff, and families to support student learning. <i>(RIBTS 7)</i>	1	2	3	4

Comments:

Signature of Evaluator _____

Date _____

.....

Performance Indicators

RIBTS 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.			
Weakness	Developing	Competence	Strength
Displays minimal knowledge of developmental characteristics of learners or fails to activate students' prior knowledge.	Designs lessons that demonstrate some awareness of students' prior knowledge and developmental needs; is overly reliant on didactic approaches to learning.	Designs activities that demonstrate an awareness of prerequisite knowledge, learning style and divergent thinking of students.	Learners are stimulated to think and test ideas that include deliberate opportunities to discover the connections between ideas.

RIBTS 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.			
Weakness	Developing	Competence	Strength
Conveys modest expectations for achievement, fails to seek supplementary materials, or is unaware of individual learning abilities and the impact of cultural background on learning.	Demonstrates occasional success in planning and implementation of lessons that accommodate for a diversity of learning styles and cultural influences; has problems expressing how to accommodate diverse learners.	Conveys consistent expectations for students, adaptations are part of planning, and attempts to meet individual needs; is aware of cultural influences on approaches to learning and attempts to address these in planning and lesson implementation.	Articulates clearly individual goals for success, actively seeks out resources to the benefit of varied learners, and provides opportunities for students to challenge themselves. Adaptations address cultural and linguistic differences.

RIBTS 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.			
Weakness	Developing	Competence	Strength
Student behavior is not monitored, no standards of conduct have been established, or responses to misbehavior are overly repressive or insensitive to individuals.	Standards of appropriate behavior have been communicated but not enforced in a consistent and appropriate manner.	Consistent standards of appropriate behavior are encouraged and misbehavior is addressed in a consistent, prompt, and fair manner.	Standards of conduct create a positive classroom climate, using effective reinforcement and responses are appropriate, respectful and successful.

RIBTS 7: Teachers foster collaborative relationships with colleagues and families to support students' learning.			
Weakness	Developing	Competence	Strength
Makes minimal or no attempt to communicate with parents or colleagues to support students' learning.	Consults with colleagues, but resists incorporating their suggestions.	Consults when necessary with colleagues on matters related to instruction and parents when related to student.	Evidence is presented showing collaboration with colleagues and families to coordinate learning activities or to address other concerns related to teaching.

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
Student Case Study and Assessment Scoring Rubric
(replaced by Teacher Candidate Work Sample that incorporates this)

Name:

ID#:

Teacher Preparation Program: Secondary Education

Major:

Assess the extent that the candidate has achieved the following Rhode Island Beginning Teacher Standards in the student case study and assessment. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

	Weakness (1)	Developi ng	Competenc e	Strength (4)
1. The case study demonstrates that the candidate created instructional opportunities that reflect an understanding of how children learn and develop. <i>(RIBTS 3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The case study demonstrates that the candidate created instructional opportunities that reflect a respect for the diversity of learners and learning styles. <i>(RIBTS 4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The case study provides evidence of the candidates' ability to encourage students' development of critical thinking, problem solving, and performance skills. <i>(RIBTS 5)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The case study demonstrates that the candidate created an appropriate learning environment for students where positive social interaction, active engagement in learning, and self-motivation were evident. <i>(RIBTS 6)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The case study demonstrates collaboration with colleagues and/or families to support student learning. <i>(RIBTS 7)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Formal and informal assessment strategies were integrated in the case study to evaluate student learning and growth. <i>(RIBTS 9)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The case study provides evidence of the candidate's self-evaluation and responsibility for continued professional growth. <i>(RIBTS 10)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Place Comments Here

Evaluator:

Date:

ID#:

Performance Indicators

Weakness	Developing	Competence	Strength
RIBTS 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.			
Displays minimal knowledge of developmental characteristics of learners or fails to activate students' prior knowledge.	Designs lessons that demonstrate some awareness of students' prior knowledge and developmental needs; is overly reliant on didactic approaches to learning.	Designs activities that demonstrate an awareness of prerequisite knowledge, learning style and divergent thinking of students.	Learners are stimulated to think and test ideas that include deliberate opportunities to discover the connections between ideas.
RIBTS 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.			
Conveys modest expectations for achievement, fails to seek supplementary materials, or is unaware of individual learning abilities and the impact of cultural background on learning.	Demonstrates occasional success in planning and implementation of lessons that accommodate for a diversity of learning styles and cultural influences; has problems expressing how to accommodate diverse learners.	Conveys consistent expectations for students, adaptations are part of planning, and attempts to meet individual needs; is aware of cultural influences on approaches to learning and attempts to address these in planning and lesson implementation.	Articulates clearly individual goals for success, actively seeks out resources to the benefit of varied learners, and provides opportunities for students to challenge themselves. Adaptations address cultural and linguistic differences.
RIBTS 5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.			
Relies on direct instruction to passive learners utilizing few resources outside of the textbook.	Utilizes a limited repertoire of teaching strategies to engage the learner or resists exploring ways to develop critical thinking.	Uses variety of strategies and multiple resources for delivering materials to engaged learners in solving problems.	Actively involve students in decision making, collaboration, problem solving, and finding resources.
RIBTS 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.			
Student behavior is not monitored, no standards of conduct have been established, or responses to misbehavior are overly repressive or insensitive to individuals.	Standards of appropriate behavior have been communicated but not enforced in a consistent and appropriate manner.	Consistent standards of appropriate behavior are encouraged and misbehavior is addressed in a consistent, prompt, and fair manner.	Standards of conduct create a positive classroom climate, using effective reinforcement and responses are appropriate, respectful and successful.
RIBTS 7: Teachers foster collaborative relationships with colleagues and families to support students' learning.			
Makes minimal or no attempt to communicate with parents or colleagues to support students' learning.	Consults with colleagues, but resists incorporating their suggestions.	Consults when necessary with colleagues on matters related to instruction and parents when related to student.	Evidence is presented showing collaboration with colleagues and families to coordinate learning activities or to address other concerns related to teaching.
RIBTS 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.			
Uses minimal variety of assessment strategies and/or strategies that are inconsistent with instructional goals and do not provide constructive feedback.	Aware of a variety of assessments, but the information collected is superficially analyzed to adapt instruction and improve student learning.	Designs multiple methods of assessment that are used to collect information to adjust teaching plans and to support student learning.	Learners are involved in self-assessment where feedback is personalized and descriptive to foster continued learning. Multiple methods of teacher assessments enhance student learning.
RIBTS 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.			
Misjudges the success of classroom practice and does not accept constructive criticism well.	Occasionally evaluates classroom practice and makes general suggestions how lessons may be improved.	Generally accurate in determining the success of classroom practice and is open to ideas and suggestions for improvement. Welcomes opportunities for professional growth.	Critically analyzes the strengths and weaknesses of classroom practice and actively seeks constructive criticism. Seeks growth through professional networks and professional reading.

Instructional Decision-Making

Teaching Process: The candidate uses on-going analysis of student learning to make instructional decisions.

Task

Provide two examples of instructional decision-making prompted by students' learning or responses on a planned assessment or other task. For one example the group of students (small, large, or whole class) within the class prompts the revision, while in the other an individual student prompts the adjustment.

Prompt

Part I

Think of a time during your unit when learning or responses for a group of students within the class caused you to modify your original design for instruction. (The resulting revision may affect students besides those who prompted the change.)

- Generally describe the students' learning, motivation, engagement, or other responses that caused you to *rethink your plans* for class instruction. The students' learning or response may come from a planned assessment (**not** the pre-assessment) or another task.
- Describe the *revisions* in the instructional unit that you made and *explain* why you thought your decision would improve students' progress toward the learning goals and unit objectives.
- Include specific evidence that supports your decision-making and describes the effect on student progress.

Part II

Now, think of another time during your unit when an individual student's learning or response caused you to revise a different portion of your original design for instruction. (The resulting revision may affect students besides the one who prompted the change.)

- Describe this student's learning or response that caused you to *rethink your plans*. The student's learning or response may come from a planned assessment (**not** the pre-assessment) or another task.
- Describe what *revisions* you made and *explain* why you thought your decision would improve this student's progress toward the learning goals and unit objectives.
- Include specific evidence that supports your decision-making and describes the effect on student progress.

Suggested Page Length: 3-4 pages.

**Instructional Decision-Making Rubric
(taken from the Teacher Candidate Work Sample)**

Teaching Process: The candidate uses on-going analysis of student learning to make instructional decisions.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Rethinking Your Plans for a Group of Students (RIPTS 3)	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	
Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4)	Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to students’ responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address student needs; based on the analysis of student learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address student needs; are informed by a thorough and thoughtful analysis of student learning/performance; based on best practice; based on contextual factors.	
Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives) (RIPTS 4)	Explanation of revisions is not connected to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of the revisions made provides <i>some</i> connection to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are appropriate.	Explanation of revisions made specifies connection to learning goals & unit objectives clearly and completely. The connections between the revisions and learning goals/unit objectives are significant and insightful.	
Part II				
Rethinking Your Plans for an Individual Student (RIPTS 3)	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4)	Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to this student’s responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address this student’s needs; based on the analysis of this student’s learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address this student’s needs; are informed by a thorough and thoughtful analysis of this student’s learning/performance; based on best practice; based on contextual factors.	
Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (RIPTS 4)	Explanation of revisions made lack detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of revisions made provide <i>some</i> detail with respect to learning goals & unit objectives. The connections between the modifications and learning goals/unit objectives are appropriate.	Explanation of revisions made provide <i>much</i> detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are significant and insightful.	
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL_____

Comments:

Contextual Factors (from the Teacher Candidate Work Sample)

Teaching Process: The candidate uses information about the learning/teaching context and student individual differences to set learning goals and unit objectives, plan instruction and assess learning.

Task

Set the context for the unit to be taught within the district, community, school and classroom.

Prompt

In your discussion, include:

- District, community, school and classroom factors. Address geographic location of the district, community and school population, socio-economic profile and racial/ethnic breakdown. Include components such as stability of community, support for education (including funding and parental support), school mission and administrative structure, and curriculum. Describe the physical classroom, including technology and resources, rules and routines, grouping patterns, social climate, and scheduling. Use pseudonyms for names of district, community, and school.
- Characteristics of class members. Address general characteristics of the classroom population, including age, gender, race/ethnicity, special needs, culture, language as they relate to development of students.
- Students' skills and prior learning. Describe students' skills, prior knowledge, achievement, and proficiency levels.
- Specific student characteristics. Describe interests, abilities/disabilities, and learning styles/modalities that affect differentiated instruction and learning for selected students, e.g., students who are gifted, who have IEPs, who are ELL, etc. Use pseudonyms to protect the identity of students.
- Instructional implications. Explain how knowledge of the contextual characteristics of the district, community, school, classroom and students influence instructional planning and assessment. Include specific instructional decisions for at least two students based on general or specific student characteristics (identified by pseudonyms).

Suggested Page Length: 4-6 pages; include graphs and charts where appropriate.

Contextual Factors Rubric

Teaching Process: The candidate uses information about the learning/teaching context and student individual differences to set learning goals and unit objectives, plan instruction and assess learning.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Knowledge of District, Community, School and Classroom Factors (RIPTS 1)	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the district, community, school, and classroom.	Candidate displays a general understanding of the characteristics of the district, community, school, and classroom that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the district, community, school, and classroom that may affect learning.	
Knowledge of Characteristics of Class Members (RIPTS 4)	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of class members and how it may affect learning.	Candidate displays a general understanding of characteristics of class members and how it may affect learning.	Candidate displays a thorough and explicit understanding of characteristics of class members and how it may affect learning.	
Knowledge of Students' Skills And Prior Learning (RIPTS 3)	Candidate displays little or irrelevant knowledge of students' skills and prior learning.	Candidate displays a general understanding of students' skills and prior learning that may affect learning in the current context.	Candidate displays a thorough and explicit understanding of students' skills and prior learning that may affect learning in the current context.	
Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4)	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a general understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a thorough and explicit understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities) for the individual student.	
Implications for Instructional Planning and Assessment (RIPTS 4)	Candidate does not provide implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics OR provides inappropriate implications.	Candidate provides general implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	Candidate provides specific implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL_____

Comments:

ASSESSMENT #2 DATA

Assessment of Social Studies Content Knowledge

S = Strength
C = Competence

STANDARD									
GRADES (6 CANDIDATES)	1.1		1.2						
	ANTH 101 (1 = Soc)	Gen Ed Core 3	HIST 200	HIST 201	HIST 202	HIST 362	US XXX	NW XXX	W XXX
A	2	1	1			3	1	2	1
A ⁻	2	3	1	2	2	1	2	1	3
B ⁺				2	2		2	1	
B	1	1	1		1	2	1		1
B ⁻		1	2					2	1
C ⁺	1								
C			1	1, 1	1				
C ⁻									
D ⁺									
Yellow = 2005 TC Admit									
Average Performance/GPA	3.50	3.45	3.00	3.00	3.17	3.61	3.5	3.39	3.45
Minimum Grade Required	C-								
Grade Range	C+ - A	B- - A	C - A	C - A	C - A-	B - A	B - A	B ⁻ - A	B ⁻ - A
Meeting Minimum Expectations	100 %								

STANDARD										
	1.3	1.4			1.5		1.6		1.7	
GRADES (11 CANDIDATES)	GEOG 400	CEP 315	SPED 433	FNED 346	POL 202 Segment Final	SED 422 School Analysis	POL 202	POL Elective	ECON 200 or 214	ECON 215
A	5	2	1	2	3	2	3	2	3	3
A ⁻		2	4	4	1	3	1	2		2
B ⁺	1		1		1		1			
B		2			1		1	1	2	
B ⁻									1	
C ⁺										
C								1		1
C ⁻										
D ⁺										
						1= NA				
Average Performance/GPA	3.89	3.56	3.67	3.78	3.67	3.8	3.67	3.39	3.45	3.57
Minimum Grade	C ⁻									
Grade Range	B+ - A	B - A	B+ - A	C - S	B - A	C - S	B - A	C - A	C - A	C - A
Meeting Minimum Expectations	100 %									

STANDARD						
	1.8		1.9		1.10	
GRADES (11 CANDIDATES)	HIST 161 Segment Final	HIST 202 Segment Final	CORE 3	NW XXX	POL 202	POL Elective
A	1		1	2	3	2
A ⁻	1	2	3	1	1	2
B ⁺	1	2		1	1	
B	1	1	1		1	1
B ⁻	1		1	2		
C ⁺	1					
C		1				1
C ⁻						
D ⁺						
Average Performance/GPA	3.17	3.17	3.45	3.39	3.67	3.39
Minimum Grade	C ⁻					
Grade Range	C ⁺ - A	C - A	B ⁻ - A	B ⁻ - A	B - A	C - A
Meeting Minimum Expectations	100 %					

STANDARD								
2.1								
GRADES (11 CANDIDATES)	HIST 200	HIST 201	HIST 202		HIST 362	US XXX	NW XXX	W XXX
A	1				3	1	2	1
A ⁻	1	2	2		1	2	1	3
B ⁺		2	2			2	1	
B	1		1		2	1		1
B ⁻	2						2	1
C ⁺								
C	1	2	1					
C ⁻								
D ⁺								
Yellow = 2005 Admit								
Average Performance/GPA	3.00	3.00	3.17		3.61	3.5	3.39	3.45
Minimum Grade	C ⁻							
Grade Range	C - A	C - A-	C - A-		B - A	B - A	B ⁻ - A	B ⁻ - A
Meeting Minimum Expectations	100 %							