

2016-2017 Annual Assessment Report Template

Office of Academic Program Assessment
 Dr. Amy Liu, Director
 California State University, Sacramento

Program Name: Credential Dual MM-Multiple Subject

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- 1. **Critical thinking**
- 2. **Information literacy**
- 3. **Written communication**
- 4. **Oral communication**
- 5. Quantitative literacy
- 6. **Inquiry and analysis**
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical reasoning
- 14. Foundations and skills for lifelong learning
- 15. **Global learning and Perspectives**
- 16. Integrative and applied learning
- 17. Overall competencies for GE Knowledge
- 18. Overall competencies in the major/discipline
- 19. **Professionalism**
- 20. Other, specify any PLOs that were assessed but not included above:
 - a. Interpretation and use of assessments
 - b.
 - c.

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs were **explicitly** linked to the Sac State BLGs/GLGs:

The Special Education Dual Mild/Moderate and Multiple Subject Program is a post-baccalaureate, nondegree, credential program accredited by the Commission on Teaching Credentialing (CTC).

As such, the program must adhere to the Teaching Performance Expectations (TPEs) that serve as our own PLOs. In order to be accredited in California, each program must provide evidence of how the program addresses each of the TPEs. Since the Special Education Dual Mild/Moderate and Multiple Subject Program is a post-baccalaureate program, the TPEs are not explicitly linked to the Sac State BLGs. The closest link would be to inquiry and analysis since monitoring student learning involves interpretation and use of assessments by implementing informal and formal assessment (inquiry) which then would need to be analyzed (analysis) in order to determine the next steps of instruction. So, the Dual MS program assessment was focused on TPE 3.

The California Teaching Performance Expectations (Revisions Adopted, March 2013)

B. ASSESSING STUDENT LEARNING

TPE 3: Interpretation and Use of Assessments

Candidates understand and use a variety of informal and formal, as well as formative and summative assessments, at varying levels of cognitive demand to determine students' progress and plan instruction. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work, including the types and quality of student work samples as well as performance-based real-world applications of learning. They

teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies. Candidates understand how to familiarize students with the format of state-adopted assessment program. They know how to appropriately administer the assessment program, including implementing accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students understand the results of assessments to help students achieve the academic curriculum.

Q1.2.1. Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- 4. N/A, other (please specify):

Q1.3. Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

- 1. Yes
- 2. No (Go to **Q1.5**)
- 3. Don't know (Go to **Q1.5**)

<p>Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know</p>	<p>Q1.5. Did your program use the <u>Degree Qualification Profile</u> (DQP) to develop your PLO(s)?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No, but I know what the DQP is <input type="checkbox"/> 3. No, I don't know what the DQP is <input type="checkbox"/> 4. Don't know</p>	<p>Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know</p>
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IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED

Question 2: Standard of Performance for the selected PLO

<p>Q 2.1. Select <u>ONE(1) PLO</u> here as an example to illustrate how you've conducted assessment (be sure you checked the correct box for this PLO in Q1.1):</p> <p><input type="checkbox"/> 1. Critical thinking <input type="checkbox"/> 2. Information literacy <input type="checkbox"/> 3. Written communication <input type="checkbox"/> 4. Oral communication <input type="checkbox"/> 5. Quantitative literacy <input type="checkbox"/> 6. Inquiry and analysis <input type="checkbox"/> 7. Creative thinking <input type="checkbox"/> 8. Reading <input type="checkbox"/> 9. Team work <input type="checkbox"/> 10. Problem solving <input type="checkbox"/> 11. Civic knowledge and engagement <input type="checkbox"/> 12. Intercultural Knowledge, Competency, and Perspectives <input type="checkbox"/> 13. Ethical reasoning <input type="checkbox"/> 14. Foundations and skills for lifelong learning <input type="checkbox"/> 15. Global learning and Perspectives <input type="checkbox"/> 16. Integrative and applied learning <input type="checkbox"/> 17. Overall competencies for GE Knowledge <input type="checkbox"/> 18. Overall competencies in the major/discipline <input type="checkbox"/> 19. Professionalism <input checked="" type="checkbox"/> 20. Other, specify any PLOs that were assessed but not included above: a. Interpretation and use of assessments b. c.</p>	<p>Q2.1.1. Please provide more background information about the specific PLO you've chosen in Q2.1:</p> <p>The one chosen for this is "Interpretation and use of assessments" (TPE 3). The full TPE from the Commission on Teacher Credentialing is copied below, but since the TPE is vast in nature, for this assessment report, the highlighted area will be the focus since it encompasses much of the details of the rest of the TPE:</p> <p>Teaching Performance Expectations (TPEs) B. ASSESSING STUDENT LEARNING TPE 3: Interpretation and Use of Assessments</p> <p>"Candidates understand and use a variety of informal and formal, as well as formative and summative assessments, at varying levels of cognitive demand to determine students' progress and plan instruction. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs.</p> <p>Candidates know about and can appropriately use informal classroom assessments and analyze student work, including the types and quality of student work samples as well as performance based real world applications of learning. They teach students how to use self assessment strategies. Candidates provide guidance and time for students to practice these strategies. Candidates understand how to familiarize students with the format of state adopted assessment program. They know how to appropriately administer the assessment program, including implementing</p>
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accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction.

Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families.

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: [Word limit: 300]

The attached rubric is from the program Teaching Performance Assessment (TPA) which is the Performance Assessment for California Teachers (PACT). Each teacher preparation program is required to have a CTC approved TPA in order to be accredited. Our TPA is the PACT. It was developed by a consortium at Stanford University and was adopted many years ago by Sacramento State.

PACT evaluation rubric attached:

Multiple Subject Student Teaching Performance Evaluation Form attached (Note: The evaluation criteria on the cover page was changed to the followings:

DEFINITION OF TERMS

- 1- Beginning: is aware of, or is beginning to develop the practices described in this standard
- 2- Developing: is moving toward more self-direction and independence in his/her practice
- 3- Maturing: uses knowledge of subject matter and language demands to support students
- 4- Integrating: consistently uses knowledge of subject matter and language demands to support student cognitive and linguistic growth

NOTE: “Maturing” and “Integrating” are used for the student teaching experience only. Domains of learning These include: skills, concepts and language (receptive, productive, oral, reading, writing – at varying proficiency levels).

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:	Q2.4 (1) PLO	Q2.5 (2) Standards of Performance	Q2.6 (3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO			
2. In ALL course syllabi/assignments in the program that address the PLO	X	X	X
3. In the student handbook/advising handbook	X	X	X
4. In the university catalogue			
5. On the academic unit website or in newsletters	X	X	
6. In the assessment or program review reports, plans, resources or activities	X	X	X
7. In new course proposal forms in the department/college/university	X	X	
8. In the department/college/university’s strategic plans and other planning documents	x	X	
9. In the department/college/university’s budget plans and other resource allocation documents			
10. Other, specify: There are the PACT Handbook and Multiple Subject Student Teaching Performance Evaluation Form available to all candidates.	X	X	X

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

<p>Q3.1. Was assessment data/evidence collected for the selected PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No (Skip to Q6)</p> <p><input type="checkbox"/> 3. Don’t know (Skip to Q6)</p>	<p>Q3.2. If yes, was the data scored/evaluated for this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No (Skip to Q6)</p> <p><input type="checkbox"/> 3. Don’t know (Skip to Q6)</p> <p><input type="checkbox"/> 4. N/A (Skip to Q6)</p>
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<input type="checkbox"/> 4. N/A (Skip to Q6)	
<p>Q3.1.1. How many assessment tools/methods/measures in total did you use to assess this PLO? 2</p>	<p>Q3.2.1 Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300]</p> <p>At the end of the program, all candidates must complete a PACT Teaching Event with five tasks that includes the PLO. It is embedded into Task 4 which is the Assessment task for PACT. Three Guiding Questions, used as rubrics of the 13 PACT Guiding Questions assesses the PLO.</p> <p>For this assessment report;</p> <p>First, the data from the assessment section of the PACT Teaching Event was included and analyzed.</p> <p>Second, the data from the assessment section of the MS Student Teaching Performance Evaluation was included and analyzed.</p>
<p>Q3A: Direct Measures (key assignments, projects, portfolios)</p>	
<p>Q3.3. Were direct measures [key assignments, projects, portfolios, course work, student tests, etc.] used to assess this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.7) <input type="checkbox"/> 3. Don't know (Go to Q3.7)</p>	<p>Q3.3.1. Which of the following direct measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences <input type="checkbox"/> 2. Key assignments from required classes in the program <input type="checkbox"/> 3. Key assignments from elective classes <input type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques <input checked="" type="checkbox"/> 5. External performance assessments such as internships or other community based projects <input checked="" type="checkbox"/> 6. E-Portfolios <input type="checkbox"/> 7. Other portfolios <input type="checkbox"/> 8. Other measure. Specify:</p>
<p>Q3.3.2. Please provide the direct measure you used to collect data, THEN explain how it assesses the PLO:</p> <p>The PLO is part of two signature assignments which are "key assessments" in required program courses.</p> <p>First, the signature assignments are "performance assessments" in their field placements. The performance assessment is "external" in nature because it is required by the CTC and it is implemented through the candidates' field placement while they are completing the student teaching requirements in our program.</p> <p>Second, the PACT Teaching Event are uploaded to and scored through our electronic portfolio platform, Taskstream. The PACT Teaching Event directions are attached. These same directions are used for both signature assignments for the Math MiniPACT as a method course and the PACT TE preparation lab (EDTE 332). In these method course and lab, the candidates address all of the</p>	

<p>prompts. The data sample used for this assessment report is from the PACT Teaching Event is added to this report.</p> <p>For this report:</p> <p>First, the data from the assessment section of the PACT Teaching Event was included and analyzed.</p> <p>Second, the data from the assessment section of the MS Student Teaching Performance Evaluation was included and analyzed.</p> <p>Add MS Assessment Report Direct Measure (PACT and EDS420B rubrics) here</p>		
<p>Q3.4. How was the data evaluated? [Select only one]</p> <p><input type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.4.1)</p> <p><input type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class</p> <p><input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty</p> <p><input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty</p> <p><input type="checkbox"/> 5. The VALUE rubric(s)</p> <p><input type="checkbox"/> 6. Modified VALUE rubric(s)</p> <p><input checked="" type="checkbox"/> 7. Used other means (Answer Q3.4.1)</p>	<p>Q3.4.1. If you used other means, which of the following measures were used? (Check all that apply)</p> <p><input checked="" type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams</p> <p><input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.)</p> <p><input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.)</p> <p><input checked="" type="checkbox"/> 4. Other, specify: Rubrics developed and provided by the Consortium.</p>	
<p>Q3.4.2. Was the rubric aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	<p>Q3.4.3. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	<p>Q3.4.4. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>
<p>Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO?</p> <p>All Special Education and Multiple Subject faculty members</p>	<p>Q3.5.1 How many faculty members participated in planning the evaluation of the assessment data for the selected PLO?</p> <p>11</p>	<p>Q3.5.2. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 4. N/A</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p>
<p>Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]?</p> <p>The PACT Teaching Event is the program's Teaching Performance Assessment (TPA) and all teacher preparation programs accredited by the Commission on Teacher Credentialing (CTC) are required to have a TPA. Our college selected the PACT as our TPA and then our teaching branch selected Math as the Teaching Event subject.</p> <p>The focused was narrowed to the assessment task because historically the candidates have scored relatively poorly on</p>	<p>Q3.6.1. How did you decide how many samples of student work to review?</p> <p>Samples from all Special Education Dual Mild/Moderate and Multiple Subject candidates completing the PACT Teaching Event were reviewed since the assignments/PACT Teaching Event are required to be submitted by all candidates.</p> <p>In addition, the candidates submit their work into their electronic portfolio (Taskstream) which is where the faculty score their PACT Teaching Events. Both the directions and rubrics are present in Taskstream as well. Finally, it is quite straight forward to run score reports from Taskstream.</p>	

<p>the assessment task as compared to the other PACT tasks (e.g. planning, reflection).</p> <p>All candidates in the Special Education Dual Mild/Moderate and Multiple Subject program must submit a PACT Teaching Event, so we have collected data from each candidate in TaskStream.</p>		<p>All candidates in the Special Education Dual Mild/Moderate and Multiple Subject program must complete the CTC required student teachings. They complete three different phases of student teaching before they finish the Dual credential. Candidates generally complete MS student teaching (EDS420B) during their 3rd semester with us, out of four semester Dual program. We use a Student Teaching Performance Evaluation whenever they student teach in the fields. All university supervisors must use an electronic portfolio (Taskstream) to score all of their student teachers' performances at the end of student teaching periods. Both the directions and rubrics are present in Taskstream. Therefore, again it is quite straight forward to run score reports from Taskstream.</p>
<p>Q3.6.2. How many students were in the class or program? 24</p>	<p>Q3.6.3. How many samples of student work did you evaluate? All</p>	<p>Q3.6.4. Was the sample size of student work for the direct measure adequate?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know</p>
<p>Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)</p>		
<p>Q3.7. Were indirect measures used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Skip to Q3.8) <input type="checkbox"/> 3. Don't know</p>		<p>Q3.7.1. Which of the following indirect measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. Program student surveys or focus groups <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:</p>
<p>Q3.7.1.1 Please explain and attach the indirect measure you used to collect data:</p>		
<p>Q3.7.2 If surveys were used, how was the sample size decided?</p>		
<p>Q3.7.3. If surveys were used, how did you select your sample?</p>		<p>Q3.7.4. If surveys were used, what was the response rate?</p>
<p>Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)</p>		
<p>Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p>		<p>Q3.8.1. Which of the following measures were used? (Check all that apply)</p> <p><input checked="" type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams</p>

<input type="checkbox"/> 2. No (Go to Q3.8.2)	<input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.)
<input type="checkbox"/> 3. Don't know	<input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.)
	<input checked="" type="checkbox"/> 4. Other, specify: The rubric is developed and provided by the PACT Consortium.

Q3.8.2. Were other measures used to assess the PLO?

1. Yes

2. No (Go to **Q4.1**)

3. Don't know (Go to **Q4.1**)

Q3.8.3. If other measures were used, please specify:

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III) **[Word limit: 600 for selected PLO]**

Two tables are attached here:

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

The passing standard for the rubric as set by the PACT Consortium is a score of 2. The average score of 2.23 in the assessment section for this report year showed that our candidates score above that mark. They are meeting the program standard.

The passing standard for the rubric as set by the MS faculty members on the Assessment Section of the MS Student Teaching Performance Evaluation is a score of 2. The average score of 3.49 in the assessment section for this report year demonstrated that our candidates score exceeded that mark. The candidates are meeting the program standard.

Q4.3. For **selected PLO**, the student performance:

1. **Exceeded** expectation/standard

2. **Met** expectation/standard

- 3. **Partially** met expectation/standard
- 4. **Did not meet** expectation/standard
- 5. No expectation or standard has been specified
- 6. Don't know

Q4A: Alignment and Quality

Q4.4. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Q4.5. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of this year's **assessment effort** and based on the prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g., course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (Go to **Q5.2**)
- 3. Don't know (Go to **Q5.2**)

Q5.1.1. Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Q5.1.2. Do you have a plan to assess the *impact of the changes* that you anticipate making?

- 1. Yes
- 2. No
- 3. Don't know

Q5.2. Since your last assessment report, **how have the assessment data from then been used so far?** **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses			X		
2. Modifying curriculum			X		
3. Improving advising and mentoring			X		
4. Revising learning outcomes/goals					X
5. Revising rubrics and/or expectations					X
6. Developing/updating assessment plan					X
7. Annual assessment reports			X		
8. Program review					X
9. Prospective student and family information					X
10. Alumni communication					X
11. WASC accreditation (regional accreditation)					X
12. Program accreditation					X

13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X
15. Strategic planning					X
16. Institutional benchmarking					X
17. Academic policy development or modification					X
18. Institutional Improvement			X		
19. Resource allocation and budgeting					X
20. New faculty hiring					X
21. Professional development for faculty and staff					X
22. Recruitment of new students					X

23. Other Specify:

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

Last year, our Dual MS assessment report was focused on “Monitoring student learning during instruction and “Representation and use of assessments” as our Program Learning Outcomes. To make our program improvement efforts consistent from last year and with the Dual-Mild/Moderate Program assessment, we selected the “Representation and use of assessments” once again during this reporting year.

We reviewed commendations and recommendations very carefully that were provided by the office of academic program assessment and discussed with the PACT support lab instructors and university supervisors about these commendations and recommendations based on the assessment data.

Our program will begin to implement a new TPA based on the newly adopted (June 2016) CTC Teaching Performance Expectations from this fall semester.

Q5.3. To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes					X
2. Standards of Performance			X		
3. Measures				X	
4. Rubrics				X	
5. Alignment			X		
6. Data Collection				X	
7. Data Analysis and Presentation					X
8. Use of Assessment Data					X

9. Other, please specify:

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

As the Student Teacher Placement Coordinator, I had a meeting with all university supervisors to share and discuss about these commendations and recommendations by the office of academic program assessment.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

N/A

Q7. What PLO(s) do you plan to assess next year?

- 1. **Critical thinking**
- 2. **Information literacy**
- 3. **Written communication**
- 4. **Oral communication**
- 5. Quantitative literacy
- 6. **Inquiry and analysis**
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical reasoning
- 14. Foundations and skills for lifelong learning
- 15. **Global learning and Perspectives**
- 16. Integrative and applied learning
- 17. Overall competencies for GE Knowledge
- 18. Overall competencies in the major/discipline
- 19. **Professionalism**
- 20. Other, specify any PLOs that were assessed but not included above:
 - a. Instructional Planning
 - b.
 - c.

Q8. Have you attached any files to this form? If yes, please list every attached file here:

PACT Rubrics (Assessment Section highlighted)
 Dual-MS Student Teaching Performance Evaluation (Assessment Section highlighted)

Program Information (Required)

Q9. Program/Concentration Name(s):
 Cred. Dual MM-Multi Subj

Q10.1. Department Chair/Program Director:
 Stephanie Biagetti

Q10. Report Authors:
 EunMi Cho

Q10.2. Assessment Coordinator:
 N/A

Q11. Academic unit: Department, Program, or College:
 Teaching Credential Branch

Q12. College:
 Education

Q13. Fall 2015 enrollment for Academic unit (*See [Department Fact Book](#) by the Office of Institutional Research for fall enrollment*):

Q14. Program Type: [**Select only one**]

- 1. Undergraduate baccalaureate major
- 2. Credential
- 3. Master's degree

	<input type="checkbox"/>	4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)						
	<input type="checkbox"/>	5. Other. Please specify:						
<p>Undergraduate Degree Program(s): Q15. Number of undergraduate degree programs the academic unit has: 0</p> <p>Q15.1. List all the name(s):</p> <p>Q15.2. How many concentrations appear on the diploma for this undergraduate program?</p>	<p>Master Degree Program(s): Q16. Number of Master's degree programs the academic unit has:</p> <p>Q16.1. List all the name(s):</p> <p>Q16.2. How many concentrations appear on the diploma for this master program?</p>							
<p>Credential Program(s): Q17. Number of credential programs the academic unit has: 8</p> <p>Q17.1. List all the names:</p> <ol style="list-style-type: none"> 1. Multiple Subject 2. Multiple Subject with Bilingual Authorization 3. Single Subject Single 4. Subject with Bilingual Authorization 5. Special Education: Mild/Moderate 6. Special Education: Dual Mild/Moderate with Multiple Subject 7. Special Education: Moderate/Severe 8. Special Education: Dual Moderate/Severe with Multiple Subject 	<p>Doctorate Program(s) Q18. Number of doctorate degree programs the academic unit has:</p> <p>Q18.1. List all the name(s):</p>							
When was your assessment plan... (Please obtain and attach the assessment plan)	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Do not Know
Q19. ... developed?					X			X
Q19.1. ... last updated?								X
						1. Yes	2. No	3. Don't Know
Q20. Have you developed a curriculum map for this program? Please obtain and attach the curriculum map.								X
Q20.1. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?					X			
Q22. Does the program have a capstone class?							X	
Q22.1. Does the program have ANY capstone project?							X	

Attachment I: The Development of Program Learning Outcomes

The Importance of Verbs

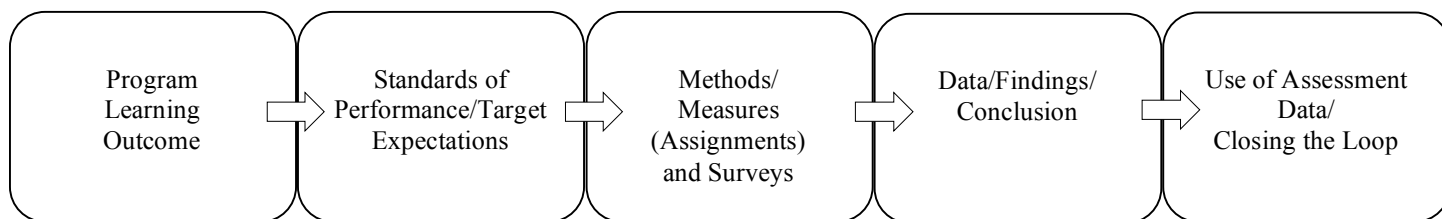
Multiple Interpretations:	Fewer Interpretations:
to grasp	to write
to know	to recite
to enjoy	to identify
to believe	to construct
to appreciate	to solve
to understand	to compare

Relevant Verbs in Defining Learning Outcomes

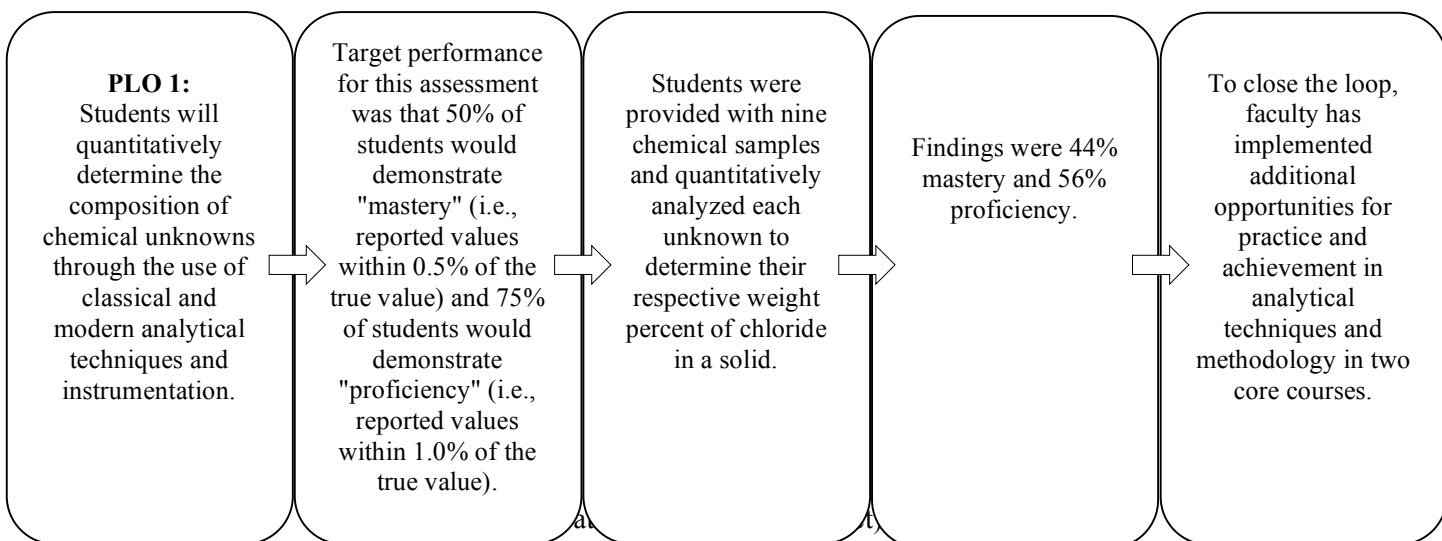
(Based on Bloom's Taxonomy)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Arrange	Apply	Analyze	Arrange	Appraise
Define	Classify	Change	Appraise	Assemble	Assess
Describe	Convert	Compute	Break Down	Categorize	Choose
Identify	Describe	Construct	Calculate	Collect	Compare
Indicate	Defend	Demonstrate	Categorize	Combine	Conclude
Know	Diagram	Discover	Compare	Compile	Contrast
Label	Discuss	Dramatize	Contrast	Compose	Criticize
List	Distinguish	Employ	Criticize	Construct	Decide
Match	Estimate	Illustrate	Debate	Create	Discriminate
Memorize	Explain	Interpret	Determine	Design	Estimate
Name	Extend	Investigate	Diagram	Devise	Evaluate
Outline	Generalize	Manipulate	Differentiate	Explain	Explain
Recall	Give Examples	Modify	Discriminate	Formulate	Grade
Recognize	Infer	Operate	Distinguish	Generate	Interpret
Record	Locate	Organize	Examine	Manage	Judge
Relate	Outline	Practice	Experiment	Modify	Justify
Repeat	Paraphrase	Predict	Identify	Organizer	Measure
Reproduce	Predict	Prepare	Illustrate	Perform	Rate
Select	Report	Produce	Infer	Plan	Relate
State	Restate	Schedule	Inspect	Prepare	Revise
Underline	Review	Shop	Inventory	Produce	Score
	Suggest	Sketch	Outline	Propose	Select
	Summarize	Solve	Question	Rearrange	Summarize
	Translate	Translate	Relate	Reconstruct	Support
		Use	Select	Relate	Value
			Solve	Reorganize	
			Test	Revise	

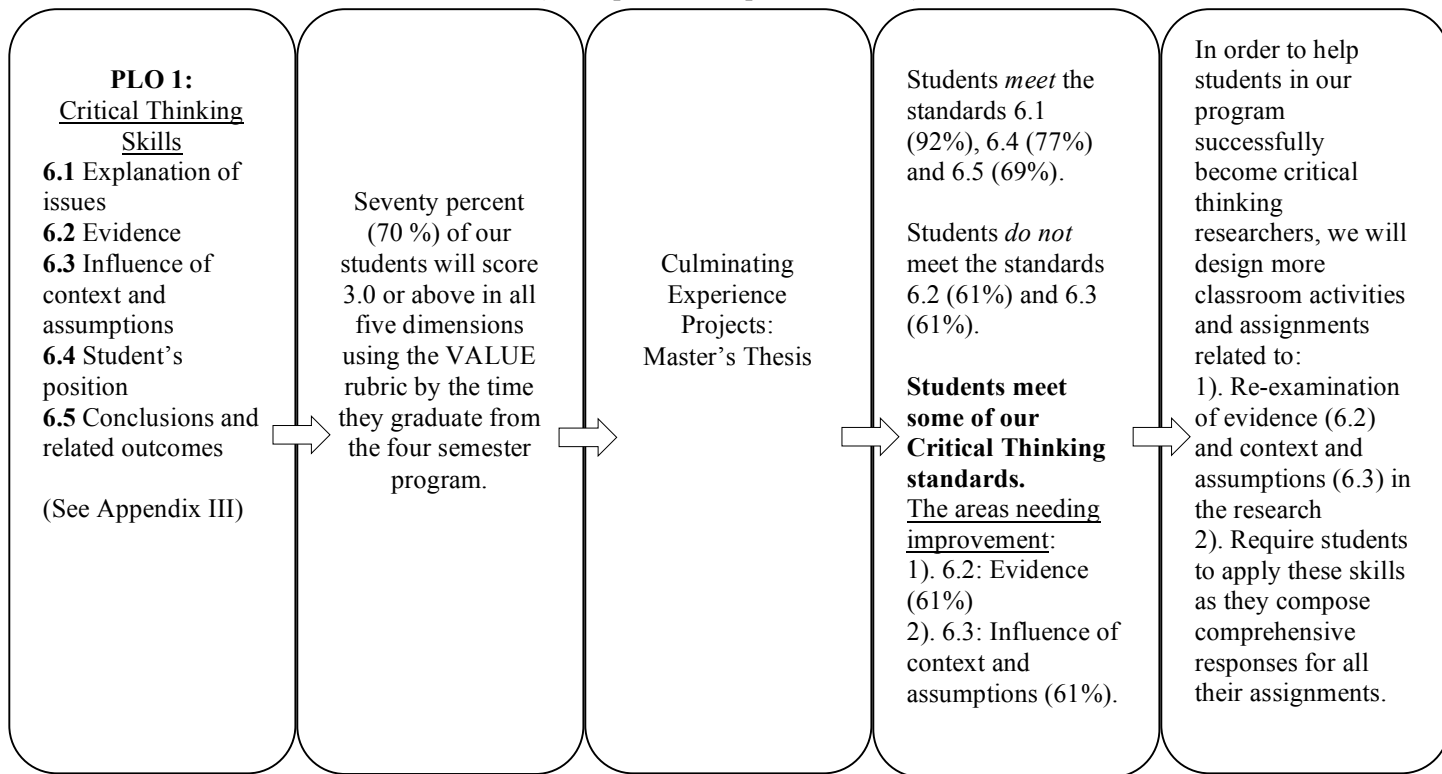
Attachment II: Simplified Annual Assessment Report
Basic Assessment



Examples:
Chemistry, BS/BA
(Example of Content Knowledge)



(Example of Complicated Skills)



Attachment III: Assessing Program Learning Outcomes (PLOs) for the Educational Technology (iMet) Graduate Program (example)

Table I: The Results for Critical Thinking PLO

Note: Data shown here drawn from Data Collection Sheet¹
Five Criteria adopted from Critical Thinking VALUE Rubric

Different Levels Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total
6.1: Explanation of issues	38%	54%	0%	8%	(100%, N=13)
6.2: Evidence	15%	46%	23%	15%	(100%, N=13)
6.3: Influence of context and assumptions	15%	46%	23%	15%	(100%, N=13)
6.4: Student's position	23%	54%	8%	15%	(100%, N=13)
6.5: Conclusions and related outcomes	15%	54%	15%	15%	(100%, N=13)

Standards of Performance for Education Technology (iMet) Graduate Students

Seventy percent (70 %) of our students will score 3.0 or above using the VALUE rubric by the time they graduate from the four semester program.

¹Table 2: Critical Thinking Data Collection Sheet

Different Levels Five Criteria (Areas)	(4)	(3)	(2)	(1)	Total
6.1: Explanation of issues	5	7	0	1	(N=13)
6.2: Evidence	2	6	3	2	(N=13)
6.3: Influence of context and assumptions	2	6	3	2	(N=13)
6.4: Student's position	3	7	1	2	(N=13)
6.5: Conclusions and related outcomes	2	7	2	2	(N=13)

Report: Final Scores for Folio Area: Elementary Mathematics

Report Generated by Taskstream

DRF Template: PACT Teaching Events - Elementary Mathematics v. 12/2013 S16

Field in Program: 2.0 F16 PACT Elem Math

Authors: 24 Authors matched search criteria

Report Generated: Tuesday, June 27, 2017

		Student ID	Status	Final Score	Rubric Name	Criterion 1 PLANNING ESTABLISH ING A BALANCED INSTRUCTIONAL	Criterion 2 PLANNING MAKING CONTENT ACCESSIBLE	Criterion 3 PLANNING DESIGNING ASSESSMENTS	Criterion 4 INSTRUCTION ON ENGAGING STUDENTS IN LEARNING	Criterion 5 INSTRUCTION ON MONITORING STUDENT LEARNING	Criterion 6 ASSESSMENT ANALYZING STUDENT WORK	Criterion 7 ASSESSMENT USING ASSESSMENT TO INFORM TEACHING	Criterion 8 ASSESSMENT USING FEEDBACK TO PROMOTE STUDENT
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	3	2	2	2	2	2	3
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	3	4	4	4	3	3	3
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	2	3	3	3	2	1	3	3
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	2	2	2	2	2	2	2
			Inactive	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	3	3	3	2	2	2	2
			Inactive	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	2	2	2	2	2	2	2	2
			Inactive	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	2	2	2	2	2	2	2	2
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	2	2	2	1	2	2	2	2
			Inactive	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	3	3	4	3	3	4	3
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	3	3	2	2	2	2	3
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	3	3	1	2	3	3	3
			Inactive	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	3	3	3	3	2	2	2
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	2	2	2	2	2	2	2
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	2	2	2	2	2	2	2
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	2	3	3	3	3	3	3	2
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	2	2	1	2	2	2	2
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	2	3	3	2	2	2	2
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	2	2	3	2	2	2	3
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	2	2	2	2	2	2	2
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	2	2	2	2	2	2	2	2
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	2	2	2	2	2	2	2	2
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	2	2	2	3	2	2	2
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	2	2	3	2	2	2	3
			Active	Pass	PACT Elementary Mathematics Rbrc (w/ <small>(format) v. 5/2014 F16</small>)	3	2	2	3	3	2	2	2
AVERAGE FOR GROUP					24 Pass	2.71	2.38	2.42	2.38	2.29	2.13	2.25	2.33

Criterion 9 REFLECTION MONITORING STUDENT PROGRESS	Criterion 10 REFLECTION REFLECTING ON LEARNING	Criterion 11 ACADEMIC LANGUAGE UNDERSTANDING LANGUAGE DEMANDS	Criterion 12 ACADEMIC LANGUAGE DEVELOPING STUDENTS' ACADEMIC	Average Rubric Score	Last Submission Date	Last Evaluation Date	Evaluator
2	2	2	2	2.25	11/7/2016	11/15/2016	Tom Owens
3	2	3	3	3.17	11/4/2016	11/9/2016	Shanti Jelinek
3	2	3	3	2.58	11/6/2016	11/27/2016	Robert Brewer
2	2	1	2	2	11/6/2016	11/10/2016	Tom Owens
2	2	2	3	2.42	11/4/2016	11/22/2016	Charlane Starks
2	2	2	2	2	11/7/2016	11/23/2016	Charlane Starks
3	2	2	2	2.08	11/6/2016	11/22/2016	Charlane Starks
2	2	2	2	1.92	11/7/2016	11/13/2016	Tom Owens
3	2	3	3	3.08	11/6/2016	11/11/2016	Shanti Jelinek
3	2	2	2	2.42	11/7/2016	11/20/2016	Adriana Echandia
3	2	2	2	2.5	11/6/2016	11/11/2016	Shanti Jelinek
2	2	3	2	2.5	11/7/2016	11/15/2016	Shanti Jelinek
2	2	2	2	2.08	11/7/2016	11/11/2016	Tom Owens
2	2	1	2	2	11/4/2016	11/14/2016	Tom Owens
3	3	2	2	2.67	11/7/2016	11/30/2016	CSUS Manager
2	2	2	2	2	11/7/2016	11/13/2016	Tom Owens
2	2	3	2	2.33	11/5/2016	11/10/2016	Shanti Jelinek
2	2	2	2	2.25	11/6/2016	11/11/2016	Tom Owens
2	2	1	2	2	11/6/2016	11/15/2016	Tom Owens
2	2	1	2	1.92	11/7/2016	11/8/2016	Tom Owens
2	2	2	2	2	11/6/2016	11/22/2016	jose cintron
2	2	2	2	2.17	11/6/2016	11/22/2016	jose cintron
3	2	2	2	2.33	11/6/2016	11/30/2016	CSUS Manager
2	2	2	2	2.25	11/7/2016	11/22/2016	jose cintron
2.33	2.04	2.04	2.17	2.29			

Report: Final Scores for Folio Area: Univ. Supervisor Eval Mild/Moderate (Evaluation area for all University Supervisors); EDS 420B Final (Student Teaching Observation)

Report Generated by Taskstream

Template: EDS MS CATs & Student Teaching F14 COPY FOR NEW

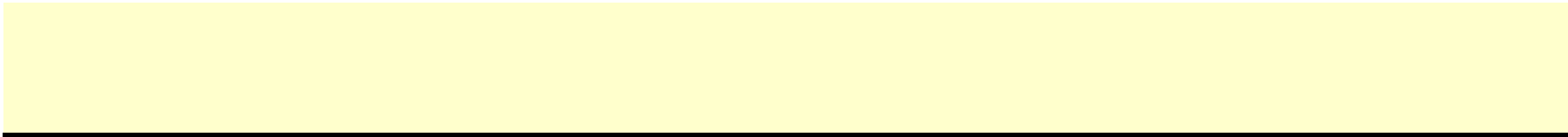
Program: 1.11 F15 EDS Mild Moderate (DUAL) StudentTeaching Fall 2015 Start

Authors: 19 Authors matched search criteria

Created: Tuesday, June 27, 2017

		Student ID	Status	Final Score: Max = 4	Rubric Name	Criterion 1 PREPARATION 1	Criterion 2 PREPARATION 2	Criterion 3 PREPARATION 3	Criterion 4 PREPARATION 4	Criterion 5 PREPARATION 5	Criterion 6 INSTRUCTION: Building Background 6	Criterion 7 INSTRUCTION: Building Background 7	Criterion 8 INSTRUCTION: Building Background 8
			Active	3.53	CSUS Evaluation Special Ed EDS	4	4	4	3	4	3	3	4
			Active	3.98	CSUS Evaluation Special Ed EDS	4	4	4	4	4	4	4	4
			Active	3.4	CSUS Evaluation Special Ed EDS	4	4	4	4	4	3	3	3
			Active	3.91	CSUS Evaluation Special Ed EDS	4	4	4	4	4	3	3	4
			Active	3.95	CSUS Evaluation Special Ed EDS	4	4	4	4	4	4	4	4
			Active	3.95	CSUS Evaluation Special Ed EDS	4	4	4	4	4	4	4	4
			Active	3.21	CSUS Evaluation Special Ed EDS	3	3	3	3	3	3	3	3
			Active	3.19	CSUS Evaluation Special Ed EDS	3	3	3	3	3	3	3	3
			Active	3.88	CSUS Evaluation Special Ed EDS	4	4	4	4	4	4	4	4
			Active	3.93	CSUS Evaluation Special Ed EDS	4	4	4	4	4	4	4	4
			Active	3.33	CSUS Evaluation Special Ed EDS	3	3	3	3	3	4	4	4
			Active	3.95	CSUS Evaluation Special Ed EDS	4	4	4	4	4	4	4	4
			Active	4	CSUS Evaluation Special Ed EDS	4	4	4	4	4	4	4	4
			Active	3.95	CSUS Evaluation Special Ed EDS	4	4	4	4	4	4	4	4
			Active	3.35	CSUS Evaluation Special Ed EDS	3	3	4	3	3	3	4	4
			Active	3.81	CSUS Evaluation Special Ed EDS	4	4	4	4	4	4	4	4
			Active	3.84	CSUS Evaluation Special Ed EDS	4	4	4	4	4	4	4	4
			Active	4	CSUS Evaluation Special Ed EDS	4	4	4	4	4	4	4	4
			Active	3.91	CSUS Evaluation Special Ed EDS	4	4	4	4	4	4	4	4
AVERAGE FOR GROUP				3.74		3.79	3.79	3.84	3.74	3.79	3.68	3.74	3.84

Criterion 9 INSTRUCTION: Building Background 9	Criterion 10 INSTRUCTION: Comprehensi ble Input 10	Criterion 11 INSTRUCTION: Comprehensi ble Input 11	Criterion 12 INSTRUCTION: Strategies 12	Criterion 13 INSTRUCTION: Strategies 13	Criterion 14 INSTRUCTION: Strategies 14	Criterion 15 INSTRUCTION: Strategies 15	Criterion 16 INSTRUCTION: Strategies 16	Criterion 17 INSTRUCTION: Interaction 17	Criterion 18 INSTRUCTION: Interaction 18	Criterion 19 INSTRUCTION: Interaction 19	Criterion 20 INSTRUCTION: Interaction 20	Criterion 21 INSTRUCTION: Interaction 21	Criterion 22 INSTRUCTION: Interaction 22
4	4	3	4	4	3	4	4	3	3	4	3	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	4	3	3	3	4	N/A
4	4	4	4	4	3	4	4	4	3	4	4	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	3	4	4	4	3	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3
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4	4	4	4	4	4	4	4	4	4	4	4	4	4
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4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	3	4	4	3	3	4	4	3	4	4	4
3.68	3.79	3.58	3.63	3.79	3.58	3.63	3.58	3.74	3.68	3.68	3.68	3.84	3.83



Criterion 23 INSTRUCTION: Practice-Application 23	Criterion 24 INSTRUCTION: Practice-Application 24	Criterion 25 INSTRUCTION: Practice-Application 25	Criterion 26 INSTRUCTION: Practice-Application 26	Criterion 27 INSTRUCTION: Lesson Delivery 27	Criterion 28 INSTRUCTION: Lesson Delivery 28	Criterion 29 INSTRUCTION: Lesson Delivery 29	Criterion 30 INSTRUCTION: Lesson Delivery 30	Criterion 31 INSTRUCTION: Lesson Delivery 31	Criterion 32 INSTRUCTION: Lesson Delivery 32	Criterion 33 ASSESSMENT NT 33	Criterion 34 ASSESSMENT NT 34	Criterion 35 ASSESSMENT NT 35	Criterion 36 PROFESSIONALISM 36
3	3	4	3	4	4	3	4	4	3	3	3	3	4
4	4	4	4	4	4	4	4	4	4	4	3	4	4
4	3	3	4	3	3	4	4	4	3	3	3	3	4
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4	4	4	4	4	4	4	4	4	4	4	4	4	4
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3	3	3	3	3	3	3	3	4	3	3	3	3	4
4	4	4	3	3	4	4	3	4	3	4	3	4	4
4	4	4	3	4	4	4	3	4	4	4	3	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4
3.74	3.68	3.74	3.63	3.68	3.68	3.58	3.84	3.84	3.63	3.63	3.32	3.53	4

Criterion 37 PROFESSIO NALISM 37	Criterion 38 PROFESSIO NALISM 38	Criterion 39 PROFESSIO NALISM 39	Criterion 40 PROFESSIO NALISM 40	Criterion 41 PROFESSIO NALISM 41	Criterion 42 PROFESSIO NALISM 42	Criterion 43 PROFESSIO NALISM 43	Average Rubric Score	Last Submission Date	Last Evaluation Date	Evaluator
3	4	3	3	4	3	4	3.53	N/A	5/12/2017	Linda Wyatt
4	4	4	4	4	4	4	3.98	N/A	12/3/2016	BONNIE STEWART
3	3	4	4	3	4	4	3.4	N/A	10/24/2016	Laurie Wagner
4	4	4	4	4	4	4	3.91	N/A	12/11/2016	Linda Wyatt
4	4	4	4	4	4	4	3.95	N/A	12/4/2016	BONNIE STEWART
4	4	4	4	4	4	4	3.95	N/A	12/1/2016	Laurie Wagner
4	4	4	4	4	4	4	3.21	N/A	12/3/2016	Rachael Gonzales
4	4	4	4	4	4	4	3.19	N/A	12/3/2016	Rachael Gonzales
4	4	4	4	4	4	4	3.88	N/A	11/26/2016	BONNIE STEWART
4	4	4	4	4	4	4	3.93	N/A	11/30/2016	BONNIE STEWART
4	4	4	4	2	3	3	3.33	N/A	11/1/2016	Laurie Wagner
4	4	4	4	4	4	4	3.95	N/A	12/4/2016	BONNIE STEWART
4	4	4	4	4	4	4	4	N/A	12/11/2016	Linda Wyatt
4	4	4	4	4	4	4	3.95	N/A	12/5/2016	Laurie Wagner
4	4	4	4	4	4	4	3.35	N/A	12/1/2016	Laurie Wagner
4	4	4	4	4	4	4	3.81	N/A	12/4/2016	Laurie Wagner
4	4	4	4	4	4	4	3.84	N/A	12/5/2016	Laurie Wagner
4	4	4	4	4	4	4	4	N/A	12/4/2016	Laurie Wagner
4	4	4	4	4	4	4	3.91	N/A	12/1/2016	Laurie Wagner
3.89	3.95	3.95	3.95	3.84	3.89	3.95	3.74			



SACRAMENTO
STATE

Teaching Credentials

Phase II Evaluation: EDS 420B

- Midterm Evaluation
- University Supervisor
- EDS 420B
- Final Evaluation
- Cooperating Teacher
- Student Teacher
- Other (ie, Principal, V.P, etc.)

Student Teacher _____ Date _____

University Supervisor _____ Cooperating Teacher _____

School/District _____ Program or Grade _____

Cooperating Teacher, University Supervisor, Student Teacher:

Please respond to each of the competencies by using the performance evaluation criteria provided and completing the comments portion following each section. Each rating should apply to the student teacher’s “common and typical behavior in the classroom.” All observed competencies require an “Above or At Entry Level” rating in order to earn a “Credit” grade in student teaching.

Performance Evaluation Criteria:

- 3: Outstanding performance
- 2: Satisfactory performance
- 1: Performance needs improvement—skill observed infrequently or not demonstrated
- NA: Setting not conducive to skill demonstration

Additionally, the **University supervisor** should circle for each item whether rating is based on:

O = Observation I = Interview P = Portfolio

CSUS 2042 Midterm and Final Teacher Candidate Evaluation Form (July 2005)

Midterm (Phase II) Final (II) University Evaluator
 Midterm (Phase III/IV) Final (III/IV) Public School Evaluator
 Date _____ Student Teacher/Intern

Candidate's Name: _____ School/District: _____
 Public School Evaluator: _____ Center/Grade: _____
 University Evaluator: _____ Semester/Year: _____
 Multiple Subject Single Subject Mild/Moderate or Moderate/Severe Intern

PREPARATION		TPEs 1, 4, 5, 6, 7, 8, & 9				
	4	3	2	1	0	Not Observed
1	Clearly defined <u>content objectives</u> aligned w/assessment objectives (e.g., standards, Frameworks, IEP)		<u>Content objectives</u> for students implied		No clearly defined <u>content objectives</u> for students	
2*	Clearly defined <u>language objectives</u> for Ss including language form (grammar, sentence structures), and functions (e.g., express opinion)		<u>Language objectives</u> for students implied		No clearly defined <u>language objectives</u> for students	N/O
3	<u>Content concepts</u> appropriate for age and educational background level of students		<u>Content concepts</u> somewhat appropriate for Ss age educational background level		<u>Content concepts</u> inappropriate for Ss age and educational background level	N/O
4*	<u>Supplementary materials</u> used to a high degree, making the lesson clear and meaningful (e.g., graphs). As appropriate, <u>text is adapted</u> to different levels of Ss proficiency		Some use of <u>supplementary materials</u> and <u>text adaptation</u>		No use of <u>supplementary materials</u> or <u>text adaptation</u> . Conforms exclusively to the textbook in making curriculum decisions.	N/O
5	<u>Meaningful activities</u> that integrate lesson concepts and integrate <u>multicultural and social justice components</u>		<u>Meaningful activities</u> that integrate lesson concepts, but do not include <u>multicultural and social justice components</u>		No <u>meaningful activities</u> that integrate lesson concepts with <u>multicultural and social justice components</u>	N/O

Comments to clarify/supplement 1-5:

INSTRUCTION: Building Background		TPEs 1, 2, 4, 5, 6, 7, 8, 9, 10 & 11				
	4	3	2	1	0	Not Observed
6	<u>Concepts explicitly linked</u> to Ss' background experiences		<u>Concepts somewhat linked</u> to Ss' background experiences		<u>Concepts not explicitly linked</u> to Ss' background experiences	
7	<u>Links explicitly made</u> between prior knowledge and new concepts		<u>Links made</u> between past learning and new concepts, but inconsistently		<u>No links made</u> between past learning and new concepts	N/O
8	<u>Key vocabulary</u> emphasized (e.g., repeated & highlighted)		<u>Key vocabulary</u> introduced, but not emphasized		<u>Key vocabulary</u> not emphasized	N/O
9	Consistently establishes a productive learning environment with <u>clearly stated behavioral & academic expectations</u>		Occasionally <u>outlines behavioral and academic expectations</u> for students		Does not <u>state behavioral and academic expectations</u>	N/O

- Shading indicates an advanced level of competency, rarely attained prior to the last semester of student teaching.
- Asterisks indicate competencies that are more consistent with student teachers' developmental level in the culminating semester of student teaching, rather than in an earlier semester.

Comments to clarify/supplement 6-9:

INSTRUCTION: Comprehensible Input

	4	3	2	1	0	Not Observed
10	Speech appropriate for students' academic and developmental proficiency level		Speech sometimes appropriate for students' academic and developmental proficiency level		Speech inappropriate for students' academic and developmental proficiency level	
11*	Uses scaffolding techniques to make explanations and content concepts clear, e.g., modeling, visuals, hands-on activities, TPR		Uses some scaffolding techniques to make explanations and content concepts clear		Uses no scaffolding techniques to make explanations and content concepts clear.	N/O

Comments to clarify/supplement 10-11:

INSTRUCTION: Strategies

	4	3	2	1	0	Not Observed
12*	Provides ample opportunities for Ss to use learning to learn strategies (metacognitive strategies)		Provides students with some opportunities to use learning to learn strategies		Provides no opportunity for students to use learning to learn strategies	
13*	Frequently utilizes instructional strategies, activities, and materials that encourage student choice, participation and effort		Utilizes instructional strategies activities & materials that encourage student choice, participation and effort		Does not utilize instructional strategies, activities, and materials that encourage student choice, participation and effort	N/O
14	Effectively manages Ss behavior in a variety of situations (e.g., small group, multiple small groups, whole group)		Effectively manages Ss behavior in some situations (e.g., small group, multiple small groups, whole group)		Is unable to effectively manage student behavior across situations (e.g., one-to-one, small group, multiple small groups, whole group)	N/O
15*	Incorporates effective strategies in planning differentiated instruction to provide equal access to core curriculum for all Ss (i.e., EL, special education, gifted)		Incorporates some effective approaches & strategies in planning differentiated instruction to provide equal access to core curriculum for all students		Does not incorporate effective approaches and strategies in planning differentiated instruction to provide equal access to the core curriculum for all students	N/O
16	Uses a variety of question types, including those that promote higher-order thinking skills		Poses questions that promote higher-order thinking skills, but could expand		Teacher does not pose questions that promote higher-order thinking skills	N/O

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Comments to clarify/supplement 12-16:

INSTRUCTION: Interaction

	4	3	2	1	0	Not Observed
17	Provides frequent opportunities for <u>interaction</u> between tchr/st. & among Ss that encourage elaborated responses about lesson concepts before moving on to new content/concepts	Provides some opportunities for <u>interaction</u> between tchr/st & among students, that encourage elaborated responses		Provides <u>interaction</u> that is primarily teacher-dominated with no opportunities for students to discuss lesson concepts with teacher or among students		
18	Often <u>circulates</u> to monitor student work and behavior	Sometimes <u>circulates</u> to monitor student work & behavior		Does not <u>circulate</u> to monitor student work and behavior		N/O
19*	<u>Grouping configurations</u> support language and content objectives of the lesson	<u>Grouping configurations</u> sometimes support language and content objectives		<u>Grouping configurations</u> do not support language and content objectives		N/O
20	Consistently provides sufficient <u>wait time</u> for student responses	Sometimes provides sufficient <u>wait time</u>		Never provides sufficient <u>wait time</u>		N/O
21	Teaches & reinforces <u>respectful interaction among Ss</u> by providing opportunities for Ss to develop & use appropriate social & interpersonal (S&I) skills	Teaches & reinforces <u>respectful interaction among Ss</u> by providing some opportunities for Ss to develop & use appropriate S & I skills		Does not teach & reinforce <u>respectful interaction among Ss</u> by providing opportunities for Ss to develop and use appropriate social & interpersonal skills		N/O
22*	Provides ample opportunities for Ss to <u>clarify key concepts in L1</u> as needed with teacher, aide, peer, or L1 text	Provides some opportunities for students to <u>clarify key concepts in L1</u>		No opportunities for students to <u>clarify key concepts in L1</u>		N/O

Comments to clarify/supplement 17-22:

INSTRUCTION: Practice/Application

	4	3	2	1	0	Not Observed
23	Provides ample opportunities for Ss to practice using new content knowledge with <u>hands-on</u> materials	Provides limited opportunities for Ss to practice using new content knowledge with <u>hands-on</u> materials		Provides no <u>hands-on</u> materials for Ss to practice using new content knowledge		
24*	Provides appropriate activities for students to <u>apply content and language knowledge</u> in the classroom	Provides activities for students to <u>apply content or language knowledge</u> in the classroom, but could expand		Provides no activities for students to <u>apply content or language knowledge</u> in the classroom		N/O

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25*	4 Uses activities that integrate all <u>language skills</u> (reading, writing, listening, and speaking)	3	2 Uses activities that integrate some <u>language skills</u>	1	0 N/O Uses activities that apply only one <u>language skill</u>
26	4 Effectively provides <u>regular, positive feedback to Ss about behavioral expectations</u> . Is calm, clear, consistent, & fair in establishing/following through with consequences for behavior, stressing self management	3	2 Occasionally provides <u>effective feedback to Ss about behavioral expectations</u> . Tends to focus feedback on mistakes instead of accomplishments.	1	0 N/O Does not provide <u>effective feedback to Ss about behavioral expectations</u> . Does not appear to be in control of emotions, relies on extrinsic motivation, and transforms issues into power struggles.
Comments to clarify/supplement 23-26:					
INSTRUCTION: Lesson Delivery					
27	4 <u>Content objectives</u> consistently supported by lesson delivery	3	2 Occasionally <u>content objectives</u> supported by lesson delivery	1	0 Not Observed <u>Content objectives</u> not supported by lesson delivery
28*	4 <u>Language objectives</u> consistently supported by all aspects of lesson delivery	3	2 Occasionally <u>language objectives</u> supported by lesson delivery	1	0 N/O <u>Language objectives</u> not supported by lesson delivery
29*	4 Consistently demonstrates efficient, smooth and effective <u>transitions</u> that include lesson review & lesson closure	3	2 Occasionally demonstrates efficient, smooth and effective <u>transitions</u>	1	0 N/O Does not demonstrate efficient, smooth and effective <u>transitions</u> . Wastes instructional opportunity
30	4 Teaches in a <u>manner</u> that demonstrates energy, enthusiasm, or conviction	3	2 Occasionally teaches in a <u>manner</u> that demonstrates energy, enthusiasm, or conviction	1	0 N/O Teaches in a <u>manner</u> that lacks energy, enthusiasm, or conviction
31	4 Consistently establishes a <u>positive rapport with students</u> in a variety of ways, and <u>communicates and interacts respectfully with all students</u> . Demonstrates knowledge of lives of Ss outside of classroom.	3	2 Occasionally establishes a <u>positive rapport with Ss</u> . <u>Communicates & interacts respectfully with all Ss</u> in an inconsistent manner. Demonstrates little knowledge about the lives of Ss	1	0 N/O Does not establish a <u>positive rapport with students</u> , and does not <u>communicate and interact respectfully with all students</u> . Acts with coolness& aloofness, and makes no personal contacts or exchanges with students.
32*	4 Consistently uses students' responses to make appropriate adjustments to pacing of lesson	3	2 Occasionally uses Ss' responses to make appropriate adjustments to pacing of lesson	1	0 N/O No use of students' responses to make appropriate adjustments to pacing of the lesson
Comments to clarify/supplement 27-32:					
<ul style="list-style-type: none"> • Asterisks indicate competencies that are more consistent with student teacher's developmental level in the culminating semester of student teaching rather than in an earlier semester. • Shading indicates an advanced level of competency, <u>rarely</u> attained prior to last semester of student teaching. 					

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ASSESSMENT		TPEs 2 & 3				
	4	3	2	1	0	Not Observed
33*	Appropriately applies a variety of <u>formal & informal methods & tools</u> to assess Ss' achievements		Sometimes applies <u>formal and informal methods</u> to assess Ss' achievements		No application of <u>formal and informal methods</u> to assess students' achievements	
34*	Appropriately uses <u>formative student assessment data</u> to guide future lesson design and teaching (How to help S's who did not achieve objectives) Often considers "teacher" or "the instruction" as a potential source of student difficulty.		Occasionally uses <u>formative student assessment data</u> to guide future lesson design and teaching. Sometimes considers "teacher" or "instruction" as a potential source of student difficulty.		No use of <u>formative student assessment data</u> to guide future lesson design and teaching. Sees causal factors for Ss learning difficulties as a function of past or in perceived learner traits such as laziness, low ability, or lack of parent involvement	
35*	Consistently establishes appropriate <u>achievement criteria</u> and communicates them clearly to Ss		Establishes some <u>achievement criteria</u> and communicates them to S's		Establishes no <u>achievement criteria</u>	
Comments to clarify/supplement 33-35:						
PROFESSIONALISM		TPEs 12 & 13				
	4	3	2	1	0	Not Observed
36	Consistently demonstrates <u>professionalism</u> in personal appearance and behaviors.		Occasionally demonstrates <u>professionalism</u> in personal appearance and behavior.		Does not demonstrate <u>professionalism</u> in personal appearance and behavior.	
37	Willingly <u>self-assesses his/her own performance</u> in terms of strengths & weaknesses through a variety of reflective practices		Sometimes <u>self-assesses</u> own strengths & weaknesses through a variety of reflective practices. May need to be prompted to <u>self-assess</u>		Does not <u>self-assess own performance</u> in terms of strengths & weaknesses. Even when prompted, is unable to <u>self-assess</u> or engage in self reflection	
38	Understands the need to be <u>discreet</u> in sharing information with others.		Shows some understanding of need to be <u>discreet</u> in sharing information with others.		Does not show understanding of the need to be <u>discreet</u> in sharing information with others.	
39	Consistently <u>accepts responsibilities</u> related to student teaching & follows through on commitments (e.g., excellence, organization, consistent attendance, punctuality, initiative etc.)		Occasionally <u>accepts responsibilities</u> related to student teaching & follows through on commitments (e.g., excellence, organization, attendance, punctuality, initiative, etc.)		Does not <u>accept responsibilities</u> related to student teaching (e.g., excellence, attendance, punctuality, initiative, etc.). Appears disorganized. Accepts as "satisfactory," practices that are weak approximations of what is expected.	
40	Consistently seeks, accepts, and utilizes <u>constructive feedback for professional growth</u>		Occasionally seeks, accepts, & utilizes <u>constructive feedback for professional growth</u>		Does not seek, accept, and utilize <u>constructive feedback for professional growth</u> . Repeats same major mistakes	
<ul style="list-style-type: none"> Asterisks indicate competencies that are more consistent with student teacher's developmental level in the culminating semester of student teaching rather than in an earlier semester. Shading indicates an advanced level of competency, <u>rarely</u> attained prior to last semester of student teaching. 						

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41	4 Consistently <u>participates in school-based activities</u> (e.g., parent conferences, school/staff meetings, back-to-school night)	3	2 Occasionally <u>participates in school-based activities</u> (e.g., parent conferences, school /staff meetings)	1	0 N/O <u>No participation in school-based activities</u> (e.g., parent conferences, school/staff meetings, back-to-school night).
42	4 Consistently demonstrates <u>ability to work collegially</u> with faculty, CTs and other school personnel and community members (e.g., school secretary)	3	2 Occasionally demonstrates <u>ability to work collegially</u> with faculty, CTs and other school personnel (e.g., school secretary, instr. support, etc.)	1	0 N/O Does not demonstrate <u>ability to work collegially</u> with faculty, CTs and other school personnel (e.g., school secretary, instructional support, etc.)
43	4 Consistently exhibits <u>respect, understanding, and sensitivity toward cultural heritage, community values, & individual aspirations</u> of diverse students, families, and colleagues. Demonstrates strategies for overcoming possible biases.	3	2 Occasionally exhibits <u>respect, understanding, and sensitivity toward the cultural heritage, community values, & individual aspirations</u> of diverse Ss, families & colleagues. Sometimes demonstrates strategies for overcoming possible biases	1	0 N/O Fails to <u>exhibit respect, understanding, & sensitivity toward the cultural heritage, community values, & individual aspirations of diverse Ss, families, & colleagues</u> . Makes comments that convey disrespect for individuals/groups. Does not demonstrate strategies for overcoming possible biases.
Comments to clarify/supplement 36-43:					
<p>Sources of Evidence (check all items that apply) <input type="checkbox"/>Portfolio <input type="checkbox"/>Observations</p> <p><input type="checkbox"/>Written reflections <input type="checkbox"/>Interview/Discussions <input type="checkbox"/>Other (please identify)</p> <p>Evaluator: Please check the appropriate recommendation</p> <p><input type="checkbox"/>Recommend to subsequent semester of student teaching, based on <u>overall</u> rating of 3, generally with no 0s or 1s on the final evaluation</p> <p><input type="checkbox"/>Recommend repeating current student teaching experience</p> <p><input type="checkbox"/>Do not recommend repeating current student teaching experience</p> <p><input type="checkbox"/>Recommend for Preliminary Credential based on <u>overall</u> rating of 4, generally with no 1s or 2s on the final evaluation</p> <p><input type="checkbox"/>Recommend repeating culminating student teaching experience</p> <p><input type="checkbox"/>Do not recommend repeating culminating student teaching experience</p>					
_____ Teacher Candidate's Signature			_____ Date		
_____ Public School Evaluator's Signature			_____ University Evaluator's Signature		
<i>Distribution: White (original) =Teacher Preparation Office and Yellow = Student Teacher/Intern</i>					
<ul style="list-style-type: none"> • Asterisks indicate competencies that are more consistent with student teacher's developmental level in the culminating semester of student teaching rather than in an earlier semester. • Shading indicates an advanced level of competency, <u>rarely</u> attained prior to last semester of student teaching. 					

DESCRIPTORS OF TEACHING PERFORMANCE EXPECTATIONS

<p>1. Subject-Specific Pedagogical Skills</p> <ul style="list-style-type: none"> • Identifies academic content or skills standard(s) appropriate to course & grade level. • Writes learning outcome(s) for students consistent with identified standards. • Presents accurate content that reflects basic principles & values of the discipline. • Uses instructional strategies & materials appropriate to the content & learning outcome(s). • Uses a diversity of strategies & provides multiple examples, consistent with the standard(s), content, & outcomes. 		
<p>2. Monitoring Student Learning</p> <ul style="list-style-type: none"> • Questions to check understanding. • Reviews student work in progress • Checks for common misunderstandings. • Pacing reflects students' needs. 	<p>3. Interpretation & Use of Assessments</p> <ul style="list-style-type: none"> • Uses a variety of assessments. • Uses assessment results in planning. • Adapts assessments for student needs. • Provides feedback to students. • Maintains accurate assessment records. 	<p>4. Making Content Accessible</p> <ul style="list-style-type: none"> • Uses logical, coherent sequence. • Presents content in multiple ways. • Provides time for practice, application. • Teaches reading strategies. • Motivates & encourages students. • Adjusts lessons as needed.
<p>5. Student Engagement</p> <ul style="list-style-type: none"> • Communicates objectives clearly. • Ensures active & equitable participation. • Re-engages off-task students. • Encourages student dialogue. • Makes instruction relevant. • Asks challenging questions. 	<p>6. Developmentally Appropriate Practices</p> <ul style="list-style-type: none"> • Promotes higher-order thinking. • Promotes goals, requirements, criteria. • Connects curriculum to community. • Promotes student responsibility. • Supports individuality. 	<p>7. Teaching English Learners</p> <ul style="list-style-type: none"> • Applies ELD principles to instruction. • Promotes opportunities for reading, writing, listening, & speaking English. • Plans differentiated instruction for ELL. • Contextualizes key concepts. • Allows for first language support
<p>8. Learning About Students</p> <ul style="list-style-type: none"> • Assesses prior knowledge & skills. • Knows students as individuals. • Interacts with parents. • Identifies students with special needs. • Understands how students' identities influence schooling experiences. 	<p>9. Instructional Planning</p> <ul style="list-style-type: none"> • Writes clear short- & long-term plans. • Makes connections across lessons. • Plans clear explanations of content. • Makes abstract concepts concrete. • Connects content to backgrounds. • Accommodates varied student needs. 	<p>10. Instructional Time</p> <ul style="list-style-type: none"> • Allocates times to meet all standards. • Estimates times for instructional tasks. • Establishes procedures for routines. • Manages transitions efficiently. • Adjusts planned time if necessary.
<p>11. Social Environment</p> <ul style="list-style-type: none"> • Sets clear expectations for students. • Promotes student effort & engagement. • Implements a discipline plan. • Treats students fairly & with respect. • Promotes group & independent work. 	<p>12. Professional, Legal, Ethical Obligations</p> <ul style="list-style-type: none"> • Takes responsibility for outcomes. • Recognizes own values & biases. • Maintains a non-hostile environment. • Follows policies for responding to inappropriate behavior. • Behaves legally, ethically, & professionally. 	<p>13. Professional Growth</p> <ul style="list-style-type: none"> • Solicits & incorporates feedback. • Reflects on own teaching practices. • Modifies teaching based on reflection. • Prioritizes goals for professional growth.

PACT TE ELEMENTARY MATHEMATICS RUBRICS

PLANNING		ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS	
EM1: How do the plans support students' development of conceptual understanding, computational/procedural fluency, and mathematical reasoning skills? (TPEs 1,4,9)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> The standards, learning objectives, learning tasks, and assessments either have no central focus or a one-dimensional focus (e.g., all procedural or all conceptual). 	<ul style="list-style-type: none"> The standards, learning objectives, learning tasks, and assessments have an overall focus that is primarily one-dimensional (e.g., procedural or conceptual). The focus includes vague connections among computations/procedures, concepts, and reasoning/problem solving strategies. 	<ul style="list-style-type: none"> Learning tasks or the set of assessment tasks focus on multiple dimensions of mathematics learning through clear connections among computations/procedures, concepts, and reasoning/problem solving strategies. A progression of learning tasks and assessments is planned to build understanding of the central focus of the learning segment. 	<ul style="list-style-type: none"> Both learning tasks and the set of assessment tasks focus on multiple dimensions of mathematics learning through clear connections among computations/procedures, concepts, and reasoning/problem solving strategies. A progression of learning tasks and assessments guides students to build deep understandings of the central focus of the learning segment.

PLANNING		MAKING CONTENT ACCESSIBLE	
EM2: How do the plans make the curriculum accessible to the students in the class? (TPEs 1,4,5,6,7,8,9)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Plans refer to students' experiential backgrounds¹, interests, or prior learning² that have little or no relationship to the learning segment's standards/objectives. OR There are significant content inaccuracies in plans that will lead to student misunderstandings. 	<ul style="list-style-type: none"> Plans draw on students' experiential backgrounds, interests, or prior learning to help students reach the learning segment's standards/objectives. Plans for implementation of learning tasks include support³ to help students who often struggle with the content. 	<ul style="list-style-type: none"> Plans draw on students' prior learning as well as experiential backgrounds or interests to help students reach the learning segment's standards/objectives. Plans for learning tasks include scaffolding or other structured forms of support⁴ to provide access to grade-level standards/objectives. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> Plans include well-integrated instructional strategies that are tailored to address a variety of specific student learning needs.

¹ Cultural, linguistic, social, economic

² In or out of school

³ Such as strategic groupings of students; circulating to monitor student understanding during independent or group work; checking on particular students.

⁴ Such as multiple ways of representing content; modeling problem solving strategies; relating pictures/diagrams/graphs and equations.

PACT TE ELEMENTARY MATHEMATICS RUBRICS

PLANNING		DESIGNING ASSESSMENTS	
EM3: What opportunities do students have to demonstrate their understanding of the standards/objectives? (TPEs 1,5,11)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • There are limited opportunities provided for students to learn what is measured by assessments. OR • There is a significant mismatch between one or more assessment instruments or methods and the standards/objectives being assessed. 	<ul style="list-style-type: none"> • Opportunities are provided for students to learn what is assessed. • It is not clear that the assessment of one or more standards /objectives go beyond surface-level understandings. 	<ul style="list-style-type: none"> • Opportunities are provided for students to learn what is assessed. • The assessments allow students to show some depth of understanding or skill with respect to the standards/objectives. • The assessments access both productive (speaking/writing) and receptive (listening/reading) modalities to monitor student understanding. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • Assessments are modified, adapted, and/or designed to allow students with special needs opportunities to demonstrate understandings and skills relative to the standards/objectives.

PACT TE ELEMENTARY MATHEMATICS RUBRICS

INSTRUCTION		ENGAGING STUDENTS IN LEARNING	
EM4: How does the candidate actively engage students in their own understanding of mathematical concepts and discourse? (TPEs 1,5,11)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Students have limited opportunities in the clip(s) to engage with content in ways likely to improve their understanding of mathematical concepts and discourse. OR • The clip(s) do not focus on conceptual understanding and mathematical discourse. OR • Classroom management is problematic and student behavior interferes with learning. 	<ul style="list-style-type: none"> • Strategies for intellectual engagement seen in the clip(s) offer opportunities for students to develop their own understanding of mathematical concepts and discourse. 	<ul style="list-style-type: none"> • Strategies for intellectual engagement seen in the clip(s) offer structured opportunities for students to actively develop their own understanding of mathematical concepts and discourse. • These strategies reflect attention to student characteristics, learning needs, and/or language needs. 	<ul style="list-style-type: none"> • Strategies for intellectual engagement seen in the clip(s) offer structured opportunities for students to actively develop their own understanding of mathematical concepts and discourse. • These strategies are explicit, and clearly reflect attention to students with diverse characteristics, learning needs, and/or language needs.

INSTRUCTION		MONITORING STUDENT LEARNING DURING INSTRUCTION	
EM5: How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs? (TPEs 2,5)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The candidate primarily monitors student understanding by asking surface-level questions and evaluating student responses as correct or incorrect. • Candidate responses are not likely to promote student thinking. OR • Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings. 	<ul style="list-style-type: none"> • The candidate monitors student understanding by eliciting student responses that require mathematical reasoning or problem solving strategies. • Candidate responses represent reasonable attempts to improve student understanding of mathematical concepts and discourse. 	<ul style="list-style-type: none"> • The candidate monitors student understanding by eliciting student responses that require mathematical reasoning or problem solving strategies. • Candidate responses build on student input to guide improvement of students' understanding of mathematical concepts and discourse. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • The candidate elicits explanations of students' mathematical reasoning or problem solving strategies, and uses these explanations to further the understanding of all students.

PACT TE ELEMENTARY MATHEMATICS RUBRICS

ASSESSMENT		ANALYZING STUDENT WORK FROM AN ASSESSMENT	
EM6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives? (TPEs 1,3)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The criteria/rubric and analysis have little connection with the identified standards/objectives. OR • Student work samples do not support the conclusions in the analysis. 	<ul style="list-style-type: none"> • The criteria/rubric and analysis focus on what students did right or wrong in relationship to identified standards/objectives. • The analysis of whole class performance describes some differences in levels of student learning for the content assessed. 	<ul style="list-style-type: none"> • The criteria/rubric and analysis focus on patterns of student errors, skills, and understandings to analyze student learning in relation to standards and learning objectives. • Specific patterns are identified for individuals or subgroup(s) in addition to the whole class. 	All components of Level 3 plus: <ul style="list-style-type: none"> • The criteria/rubric and analysis focus on partial understandings as well. • The analysis is clear and detailed.

ASSESSMENT		USING ASSESSMENT TO INFORM TEACHING	
EM7: How does the candidate use the analysis of student learning to propose next steps in instruction? (TPEs 3,4)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Next steps are vaguely related to or not aligned with the identified student needs. OR • Next steps are not described in sufficient detail to understand them. OR • Next steps are based on inaccurate conclusions about student learning from the assessment analysis. 	<ul style="list-style-type: none"> • Next steps focus on improving student performance through general support that addresses some identified student needs. • Next steps are based on accurate conclusions about student performance on the assessment and are described in sufficient detail to understand them. 	<ul style="list-style-type: none"> • Next steps focus on improving student performance through targeted support to individuals and groups to address specific identified needs. • Next steps are based on whole class patterns of performance and some patterns for individuals and/or subgroups and are described in sufficient detail to understand them. 	All components of Level 3 plus: <ul style="list-style-type: none"> • Next steps demonstrate a strong understanding of both the identified content and language standards/objectives and of individual students and/or subgroups.

PACT TE ELEMENTARY MATHEMATICS RUBRICS

ASSESSMENT			
USING FEEDBACK TO PROMOTE STUDENT LEARNING			
EM8: What is the quality of feedback to students? (TPEs 3,4)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Feedback is general and provides little guidance for improvement related to learning objectives. OR • The feedback contains significant inaccuracies. 	<ul style="list-style-type: none"> • Timely feedback identifies what was done well and areas for improvement related to specific learning objectives. 	<ul style="list-style-type: none"> • Specific and timely feedback helps the student understand what s/he has done well, and provides guidance for improvement. 	<ul style="list-style-type: none"> • Specific and timely comments are supportive and prompt analysis by the student of his/her own performance. • The feedback shows strong understanding of students as individuals in reference to the content and language objectives they are trying to meet.

PACT TE ELEMENTARY MATHEMATICS RUBRICS

REFLECTION		MONITORING STUDENT PROGRESS	
EM9: How does the candidate monitor student learning and make appropriate adjustments in instruction during the learning segment? (TPEs 2,10,12,13)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Daily reflections indicate inconsistent monitoring of student performance. There is limited evidence of adjusting instruction in response to observed problems, e.g., student confusion, a lack of challenge, time management. 	<ul style="list-style-type: none"> Daily reflections identify what students could or could not do within each lesson. Adjustments to instruction are focused on improving directions for learning tasks, time management, or reteaching. 	<ul style="list-style-type: none"> Daily reflections indicate monitoring of student progress toward meeting the standards/objectives for the learning segment. Adjustments to instruction are focused on addressing some individual and collective learning needs. 	All components of Level 3 plus: <ul style="list-style-type: none"> Adjustments to instruction are focused on deepening students’ conceptual understanding, computational/procedural fluency, and mathematical reasoning.

REFLECTION		REFLECTING ON LEARNING	
EM10: How does the candidate use research, theory, and reflections on teaching and learning to guide practice? (TPEs 10,11,12,13)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Reflections on teaching practice are erroneously supported through a significant misapplication of theory or research principles. OR Changes in teaching practice are not based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> Reflections on teaching practice are consistent with principles from theory and research. Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> Reflections on teaching practice are based on sound knowledge of research and theory linked to knowledge of students in the class. Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> Reflections on teaching practice integrate sound knowledge of research and theory about effective teaching practice, knowledge of students in the class, and knowledge of content. Changes in teaching practice are specific and strategic to improve individual and collective student understanding of standards/objectives.

PACT TE ELEMENTARY MATHEMATICS RUBRICS

ACADEMIC LANGUAGE UNDERSTANDING LANGUAGE DEMANDS⁵ AND RESOURCES			
EM11: How does the candidate identify the language demands of learning tasks and assessments relative to the students' current levels of academic language proficiency?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Candidate's description of students' academic language proficiency at lower levels is limited to what they CANNOT do. • Language genre(s)⁶ discussed are only tangentially related to the academic purposes of the learning segment. • Candidate identifies unfamiliar vocabulary without considering other linguistic features. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Candidate did not identify any language demands within the learning and assessment tasks. 	<ul style="list-style-type: none"> • Candidate describes academic language strengths and needs of students at different levels of academic language proficiency. • The language genre(s) discussed are clearly related to the academic purposes of the learning segment and some language demands are identified. • Candidate identifies vocabulary that may be problematic for students. 	<ul style="list-style-type: none"> • Candidate describes academic language strengths and needs of students at different levels of academic language proficiency. • The language genre(s) discussed are clearly related to the academic purpose of the learning segment and language demands are identified. One or more linguistic features and/or textual resources of the genre are explicitly identified. • Candidate identifies essential vocabulary for students to actively engage in specific language tasks. 	<ul style="list-style-type: none"> • Candidate describes academic language strengths and needs of students at the full range of academic language proficiency. • The language genre discussed is clearly related to the academic purpose of the learning segment and language demands are identified. One or more genre-related linguistic features or textual resources of the specific tasks/materials are explicitly identified and related to students' varied levels of academic language proficiency. • Candidate identifies for instruction related clusters of vocabulary.

⁵ Language demands might include: translating words or sentences into symbols or symbols into words and sentences; quickly decoding symbols into their abstract meanings; distinguishing mathematical uses of words used in everyday language (e.g., balance, product, irrational, factor, simplify, function); using technical language to explain intuitive understandings; using complex sentences to express conjectures; using precise language to explain mathematical concepts or reasoning; combining language and numbers to persuade an audience to accept a proposition.

⁶ Key genres in mathematics might include: *interpreting* or *representing* mathematical meanings represented symbolically, graphically or linguistically; *recounting* computational procedures or strategies used to solve mathematical problems; *evaluating* or constructing mathematical *arguments*; *explaining* mathematical concepts; *defining* technical terms; engaging in collaborative and oral *mathematical reasoning*

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Last updated: December 5, 2014

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ACADEMIC LANGUAGE DEVELOPING STUDENTS' ACADEMIC LANGUAGE REPERTOIRE			
EM12: How do the candidate's planning, instruction, and assessment support academic language development? (TPEs 1,4,7,8)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The candidate gives little or sporadic support to students to meet the language demands of the learning tasks. <li style="text-align: center;">OR • Language and/or content is oversimplified to the point of limiting student access to the core content⁷ of the curriculum. 	<ul style="list-style-type: none"> • The candidate uses scaffolding or other support⁸ to address identified gaps between students' current language abilities and the language demands of the learning tasks and assessments, including selected genres and key linguistic features. • Candidate articulates why instructional strategies chosen are likely to support aspects of students' language development. 	<ul style="list-style-type: none"> • The candidate's use of scaffolding or other support provides access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency for selected genres and key linguistic features. • Candidate articulates why the instructional strategies chosen are likely to support specific aspects of students' language development for different levels of language proficiency. 	<ul style="list-style-type: none"> • The candidate's use of scaffolding or other support provides access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency for selected genres and key linguistic features. • Candidate articulates why the instructional strategies chosen are likely to support specific aspects of students' language development for the full range of language proficiency and projects ways in which the scaffolds can be removed as proficiency increases.

⁷ Core content is the set of facts, concepts, skills, and abilities that are absolutely necessary to participate at least minimally in the learning/assessment tasks in the learning segment.

⁸ Such support might include one or more of the following: modeling of strategies for comprehending or constructing word problems or number sentences; explicit communication of the expected features of oral or written texts (e.g., using rubrics, models, and frames); use of strategies that provide visual representations of content while promoting literacy development (e.g., graphic organizers); vocabulary development techniques (context cues, categorization, analysis of word parts, etc.); opportunities to work together with students with different kinds of language and literacy skills, etc.