50015.4 ASSESSMENT
The program requires the study of assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

1. Candidates have the opportunity to address and meet this standard in the following courses:

335. Understanding Readers and Writers. 3 credits. Prerequisite: Admission to the Teacher Education program. This foundational course explores the developmental nature of literacy learning, the reading and writing processes, and the conditions for successful literacy learning. Holistic methods for assessing literacy are studied to understand individual language learners. [LINK To Syllabus]

T&L 410 Teaching Reading and Writing in the Elementary School. 3 credits. In this course students learn strategic-based approaches to teaching and assessing reading and writing in the elementary school classroom with an emphasis on planning instruction that is child-centered, process-oriented and literature-based. [LINK To Syllabus]

T&L 430 Social Studies in the Elementary School. 3 credits. To understand and analyze the different modes of teaching social studies, to gain the competencies necessary for organizing a unit in the social studies, to gain an understanding of the values and multiple perspectives inherent within the various teaching strategies, to develop a preferred perspective on the ideal nature of Social Studies education. [LINK To Syllabus]

T&L 440 Math in the Elementary School. 3 credits. TEAM Math is the required mathematics methods course for all undergraduate elementary education majors. Students explore how to facilitate the learning of mathematics in a constructivist environment through the use of investigations, manipulatives, technology, and holistic forms of assessment. Current trends in teaching mathematics are emphasized, with particular attention to documents created by the National Council of Teachers of Mathematics. [LINK To Syllabus]

T&L 440 Math in the Elementary School 3 credits. A survey of teaching strategies, materials, and resources appropriate for promoting science inquiry in elementary classrooms. [LINK To Syllabus]

T&L 486 Field Experience. 2 credits. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. S/U grading. (Elementary education candidates complete their field experience in an elementary school classroom).
**T&L 487 Student Teaching.** 16 credits. Provides student with the opportunity to assume the role of a classroom teacher in an educational setting under the supervision of a cooperating teacher and a University faculty member. S/U grading. [LINK To Handbook](#)

2. Critical Tasks that assess the extent to which candidates have met this standard:

The program standard and INTASC principle associated with the ESPB ASSESSMENT standard are 8.1 and INTASC 8:

8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment

- **Child Study (T&L 335)**

This critical task requires teacher candidates to study the development of children and adolescents. The Child Study Critical Task requires candidates to demonstrate knowledge of developmentally relevant instruction and assessment based on objective analysis of learner abilities.

The task is highly linked to Standard 50015.4 ASSESSMENT. Teacher candidates work with an elementary aged child to understand children and assessment. The goal is that they learn to use formal and informal assessment strategies to understand the nature of children as readers and writers so that as teachers, they are prepared to implement the assessment-instruction-assessment cycle that promotes continuous development of learners. The emphasis of the assignment is to use a variety of assessment tools to uncover what a reader and writer can do, and to project ideas for instruction that would support the on-going learning of the child. Examples of assessment include Burke’s inventory, miscue analysis, retelling, analysis of a writing sample, structured observation of the physical and emotional behaviors of the reader/writer during the assessment process. Candidates write a paper in which they demonstrate ability to use the assessment tools and interpret the assessment information.

- **Beliefs & Practices Statement**

The Beliefs and Practices critical task requires teacher candidates to state professional views that promote the emotional, social, cognitive and physical developments of all learners. The task requires them to articulate how their instructional and assessment practices are compatible with their professional views. Candidates compose a statement of their beliefs as a program requirement and four beliefs statements, one in each of the following courses: T&L 410 Teaching Reading and Writing in the Elementary School, T&L 430 Social Studies in the Elementary School, T&L 440 Math in the Elementary School, and T&L 440 Math in the Elementary School.

This task is also highly linked to Standard 50015.4 ASSESSMENT. Along with their professional views/beliefs statement, elementary teacher candidates compose four practices statements and submit one of those for review as a critical task. The statements serve as a culmination of candidates’ thinking about how they plan to teach and assess...
learners in reading/writing, mathematics, science, and social studies. In the practices statement, they are expected to clearly state the types of assessments they plan to use in their teaching, summarizing their assessment knowledge gained in methods and other courses.

3. Assessment Results

Table 1a: Child Study—TL 335 Understanding Readers and Writers

<table>
<thead>
<tr>
<th>Program Standard</th>
<th>Does not meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Tal INTASC 8 Teacher candidate possesses knowledge of tools for assessment.</td>
<td>Assessment practices are few and unvaried; do not reflect best practices; tend not to support individual students of are not well suited to the task</td>
<td>Assessment practices are multidimensional, formal and informal, reflecting sound practices; meet needs of the class, groups and individual learners.</td>
<td>Assessment practices are varied and differentiated when appropriate; well suited to the learning tasks; integrated throughout teaching; skillful use of assessment information to meet needs of the class, groups and individuals.</td>
</tr>
<tr>
<td>Fall 2006 N= 28</td>
<td>0%</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Spring 2007 N= 39</td>
<td>0%</td>
<td>89%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Table 2: Beliefs & Practices

<table>
<thead>
<tr>
<th>Program Standard</th>
<th>Does not meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>N= 48</td>
<td>37%</td>
<td>91%</td>
</tr>
<tr>
<td>N= 23</td>
<td>60%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Explanation of Results

Table 1: Child Study—TL 335
Combined data for the 2006-07 academic year indicate that no candidates failed to meet the expectation for learning to use the tools for assessment of readers (and writers). For a total of 67 candidates who were assessed, 91% fulfilled expectations and 9% exceeded expectations.

Table 2: Beliefs and Practices
Combined data for the 2006-07 academic year indicate that for a total of 71 candidates assessed, 25% of them failed to meet expectations for knowledge of assessment tools; 71% met the expectation and 4% exceeded expectations. It is important to note that the failure to meet expectations occurred in the fall semester of that year. Faculty noted that a large number of candidates were not meeting expectations on this critical task, due in part to the fact that candidates were failing to explain their assessment practices in the Beliefs and Practices Statement. This was rectified for the spring semester and note that no candidates failed to meet expectations.
Table 3. Elementary Education Program: Student Teaching Evaluation Fall 2006, Spring 2007 Cohort

<table>
<thead>
<tr>
<th>Elem. Ed. Fall 06-Spring 07</th>
<th>Mid Term N=211</th>
<th>Final N=213</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Uses appropriate informal and/or formal assessment method to evaluate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>33%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Explanation of Results
Student teachers dramatically increased their proficiency in meeting this standard from the mid-term to the final assessment.

4. Work Samples

Child Study (CS)
- CSMeets1
- CSMeets2
- CSExceeds1
- CSExceeds2

Beliefs and Practices
- BPMeets1
- BPMeets2
- BPExceeds1
- BPExceeds2