Quarterly and Summative Assessment

***Alliant International University School of Education***

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Submission Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

  *University Mentor*

Quarterly Review: Term 1 \_\_\_\_\_ Term 2: \_\_\_\_\_\_ Term 3: \_\_\_\_\_\_ Term 4 Summative Assessment: \_\_\_\_\_\_

The scoring rubric is based on the Arizona Standards 1-10 and the Alliant Candidate Competencies (CC). These are embedded within the required task items.

**Ratings:**

 **0: No Competency Demonstrated**

 **1: Ineffective Competency Demonstrated**

 **2: Developing Competency Demonstrated**

 **3: Effective Competency Demonstrated**

 **4: Highly Effective Competency Demonstrated**

**Record of Intern Assessment:**

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| **Teacher Candidate Competencies** | **Category 1: The Learner and Learning**Engaging and Supporting all Students in LearningLearner Development Learning Differences | **Category II: Content** Curriculum Standards- Content Knowledge and Application of ContentContent KnowledgeApplication of Content | **Category III: Instructional Practice**Instructional Standards- Integrating and Applying KnowledgeLearning EnvironmentsAssessmentPlanning for InstructionInstructional Strategies | **Category IV: Professional Responsibility**Engaging all StakeholdersCommitment to Professional DevelopmentProfessional Learning and Ethical PracticeLeadership and Collaboration |
| **Term 1****Scores** |  |  |  |  |
| **Term 2****Scores** |  |  |  |  |
| **Term 3****Scores** |  |  |  |  |
| **Term 4****Summative Score** |  |  |  |  |
| **Recommendation**  |  |

**Alliant CCs, Aligned with InTASC and Arizona Standards**

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| Development, Learning and Motivation | InTASC Standards Alignment | Program Learning Outcome Alignment |  Evidence Observed |
| Learner DevelopmentCandidate knows, understands, and uses the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | InTASC 1, 2, & 3 | **PLOs 1, 2, & 4:** |   |
| Engaging and Supporting all Students in Learning | **InTASC Standards Alignment** | **Program Learning Outcome Alignment** |  **Evidence Observed** |
| Learning Differences:The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.  | InTASC 2 & 3 | **PLO 2:** |   |
|  Effective Learning EnvironmentsThe teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. | InTASC 3 | PLO 2 |   |
| Curriculum Standards- Content Knowledge and Application of Content | **InTASC Standards Alignment** | **Program Learning Outcome Alignment** |  **Evidence Observed** |
|  Content KnowledgeThe teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for the learners to assure mastery of the content. | InTASC 4, & 5 | **PLO 2, & 3** |   |
| Application of ContentThe teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | InTASC 4, & 5 | PLO 3, &3 |   |
| Instructional Standards- Integrating and Applying Knowledge | **InTASC Standards Alignment** | **Program Learning Outcome Alignment** |  **Evidence Observed** |
|  Planning for InstructionThe teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | InTASC 1, 2, 7, & 9 | **PLO 1, 2, 3, 5, & 6** |   |
|  Instructional StrategiesThe teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | InTASC 1, 2, 7, & 9 |  **PLO 1, 2, 3, 5, & 6** |   |
| Assessment for Instruction | **InTASC Standards Alignment** | **Program Learning Outcome Alignment** |  **Evidence Observed** |
|  AssessmentThe teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. | InTASC 6 | PLO 5 |  |
| Professionalism- | **InTASC Standards Alignment** | **Program Learning Outcome Alignment** |  **Evidence Observed** |
| Professional Learning and Ethical PracticeThe teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner | InTASC 10 | **PLO 6** |   |
|  Leadership and CollaborationThe teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. | **InTASC 10** |  **PLO 6:** |   |

Rubric for Assessing CCs

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| Category I: The Learner & Learning  |
| Standard 1: Learner Development - This Aligns with Program Learning Outcomes (**PLOs) 1, 2, & 4:** (The teacher candidate…) |
|  | **Refer Immediately to SERC** | **Ineffective****1 Point** | **Developing****2 Points** | **Effective** **3 Points** |  | **Highly Effective****4 Points** |
| 1. Implements instruction based on theories of learning and development that furthers students’ abilities and interests. | **Did NotDemonstrate** | **Identifies** ways instruction is based on theories of learning and development. | **Demonstrates** instruction based on theories of learning and development that furthers students’ abilities and interests. | **Consistently implements** instruction based on theories of learning and development that furthers students’ abilities and interests. |   | **Consistently personalizes** instruction using developmentally-appropriate and interesting approaches as evidenced by students’ ability to engage in learning tasks and their choice to do so. |
| Standard 2: Learning Differences, **PLO 2:**(The teacher candidate…) |
| 2. Adjusts instruction andassessments through accommodations and modifications that address the diverse needs of students. | **Did NotDemonstrate** | **Identifies**accommodations and modifications to instruction and assessment that address the diverse needs of students. | **Demonstrates** the ability touse accommodations and modifications in instruction and assessment thataddress the diverse needs of students. | **Consistently adjusts** instruction and assessments through accommodations and modifications that address the diverse needs of students. |   | **Consistently personalizes** instruction as evidenced by students of all levels and differences who are engaged in learning and productive work. |
| 3. Implements a varietyof instructional strategies to engage all students in learning activities. | **Did NotDemonstrate** | **Identifies** a variety of instructional strategiesused to engage all students in the learning activities. | **Demonstrates** a variety of instructional strategies used to engage all students in the learning activities. | **Consistently implements** a variety of instructional strategies that engages all students in learning activities. |   | **Consistently uses** a variety of instructional strategies as evidenced by all students engaging in multiple activities aimed at the same instructional objectives. |
| Standard 3: Learning Environments- This Aligns with Program Learning Outcomes (**PLOs) 1, 2, & 4:**(The teacher candidate…) |
| 4. Implements classroomguidance/ management (rules, procedures, practices and dispositions) that ensure a safe and culturally-appropriate learning environment. | **Did NotDemonstrate** | **Identifies** classroomguidance/management (rules, procedures, practices and dispositions) that ensure a safe and culturally- appropriate learning environment. | **Demonstrates** classroomguidance/management (rules, procedures, practices and dispositions) for a safe and culturally-appropriate learning environment. | **Consistently implements**classroom guidance/ management (rules, procedures, practices, and dispositions) that ensure a safe and culturally-appropriate learning environment. |   | **Consistently implements** equitable classroom guidance/management practices (e.g., rules, procedures) and professional dispositions as evidenced by students who typically self-monitor, engage productively, and interact appropriately. |
| 5. Manages how time,space and physical resources are organized, allocated, and used in order to engage all students in learning for the entire class period. | **Did NotDemonstrate** | **Identifies** how time,space and physicalresources are organized, allocated, and used to engage all students in learning. | **Demonstrates** how time,space and physicalresources are organized, allocated, and used to engage all students in learning. | **Consistently manages** howtime, space and physicalresources are organized, allocated, and used in order to engage all students in learning for the entire class period. |   | **Consistently uses** time, space and physical resources in a manner that maximizes students’ potential for learning as evidenced by their on- task behavior, productivity ,and self- regulation. |
| 6. Uses instructionalactivities that providestudents support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another. | **Did NotDemonstrate** | **Identifies** instructionalactivities that providestudents support and opportunities to participate in honest and positive socialinteractions that promotelearning and respect for one another. | **Demonstrates** the ability toguide instructional activitiesthat provide students support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another. | **Consistently uses** instructionalactivities that provide studentssupport and opportunities to participate in honest and positive social interactions that promote learning and respect for one another. |   | **Consistently reinforces** and **redirects**students seamlessly duringinstructional activities in a manner promoting honest, positive interactions between students as evidenced by their accurate, respectful, and relevant statements and behaviors. |
| 7. Uses statements andactions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn. | **Did NotDemonstrate** | **Identifies** statements andactions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn. | **Demonstrates** statementsand actions indicative of respect for and responsiveness to all students, while communicating explicitly the belief all students can learn. | **Consistently uses** statementsand actions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn. |   | **Consistently uses** statements andactions that demonstrate respect for and responsiveness to all students as evidenced by students’ willingness to share their backgrounds and needs and to work hard to advance their current abilities. |
| Category II: Content |
| Standard 4: Content Knowledge- This Aligns with Program Learning Outcomes (**PLOs) 1, 2, 3, 5 & 6:**(The teacher candidate…) |
| 8. Uses learningexperiences that activate students’ prior knowledge, provideaccurate and relevantexplanations and modeling, and address predicted misconceptions for student mastery of content standards. | **Did NotDemonstrate** | **Identifies** learningexperiences that activate students’ prior knowledge, provide accurate and relevant explanations and modeling, and addresspredicted misconceptionsfor student mastery of content standards. | **Demonstrates** the ability toguide learning experiences that activate students’ prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards. | **Consistently uses** learningexperiences that activate students’ prior knowledge, provideaccurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards. |   | **Consistently uses** learningexperiences that facilitate content mastery as evidenced by students expressing accurate ideas, concepts and applications of the material in relation to course expectations and their own lives. |
| 9. Involves all studentsin inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards. | **Did NotDemonstrate** | **Identifies** approachesthat involve all students in inquiry, critical thinking, problem solving,reflection and/or metacognitive activities based on content standards. | **Demonstrates** the ability toguide learning experiences involving all students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards. | **Consistently involves** allstudents in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards. |   | **Consistently provides** rich learningexperiences as evidenced by all students demonstrating inquiry, critical thinking, problem solving, reflection and/or metacognition. |
| Standard 5: Application of Knowledge- This Aligns with Program Learning Outcomes (**PLOs) 1, 2, 3, 5 & 6:**(The teacher candidate…) |
| 10. Communicatesand sequences instructional objectives/ activities based on approved content standards and related tasks, including methods of assessment. | **Did NotDemonstrate** | **Identifies** instructionalobjectives/activities, relevant tasks, sequencing of the objectives/tasks, and the methods of assessing the objectives. | **Demonstrates** the ability tocommunicate and sequence instructional objectives/ activities based on approved content standards and related tasks, including methods of assessment. | **Consistently communicates** and**sequences** instructional objectives/activities based on approved content standards and related tasks, including methods of assessment. |   | **Consistently communicates** and**sequences** instructional objectives/ activities, related tasks, and methods of assessment as evidenced by students knowing what academic knowledge or skill to use, when touse it, how to use it and why they are using it. |
| 11. Uses resources,including digital technologies as appropriate, that facilitate student mastery of the academic content. | **Did NotDemonstrate** | **Identifies** the appropriateselection and use of resources, including digital technologies, thatfacilitate student masteryof the academic content. | **Demonstrates** the use ofresources, including digital technologies as appropriate, that facilitate student mastery of the academic content. | **Consistently Uses** resources,including digital technologies as appropriate, that facilitate student mastery of the academic content. |   | **Consistently Uses** resources,including digital technologies as appropriate, that facilitate student mastery of the academic of content as evidenced by students using these resources to apply and demonstrate knowledge and skill sets accurately. |
| Category III: Instructional Practice |
| Standard 6: Assessment- This Aligns with Program Learning Outcomes (**PLOs) 5:**(The teacher candidate…) |
| 12. Uses technology in anethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning. | **Did NotDemonstrate** | **Identifies** ethical use oftechnology to collect, manage and analyze student performance data in order to improve teaching and learning. | **Demonstrates** the use oftechnology in an ethical and legal manner to collect, manage and analyze student performance data in orderto improve teaching and learning.. | **Consistently uses** technology inan ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning. |   | **Consistently uses** technology in anethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning as evidenced by students using data to make improvements. |
| 13. Uses valid formativeand summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning. | **Did NotDemonstrate** | **Identifies** howassessments are used to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning. | **Demonstrates** the use ofvalid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning. | **Consistently uses** validformative and summative assessments to provide students with timely performance feedback and cognitive, affective andbehavioral strategies to advancetheir learning. |   | **Consistently uses** valid formativeand summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategiesas evidenced by students using feedback to improve. |
| 14. Adapts instructionby reflecting onformative and summative assessment data, including students’ prior knowledge, misconceptions, mastery and interest. | **Did NotDemonstrate** | **Identifies** how instructionmay be adapted byreflecting on formative and summative assessment data, including students’ prior knowledge, misconceptions, mastery and interest. | **Demonstrates** how to adaptinstruction by reflecting onformative and summative assessment data, including students’ prior knowledge, misconceptions, mastery and interest. | **Consistently adapts** instructionby reflecting on formative andsummative assessment data, including students’ prior knowledge, misconceptions, mastery and interest. |   | **Consistently adapts** instruction byreflecting on multiple forms offormative and summative assessment data, including prior knowledge, misconceptions, mastery and interest as evidenced by students’ opportunities to resolve gaps in these areas and improve performance. |
| Standard 7: Planning for Instruction- This Aligns with Program Learning Outcomes (**PLOs) 1, 2, 3, 5 & 6:**(The teacher candidate…) |
| 15. Develops and useslesson plans that include specific references to approved content standards and that provide a logical and fluid sequence of instructional and assessment activities. | **Did NotDemonstrate** | **Identifies** elements ofprofessional lesson plans including specific references to approved content standards and a logical sequence of instructional and assessment activities. | **Demonstrates** the ability todevelop a lesson plan that is aligned to approved content standards and demonstrates a logical sequence of instructional andassessment activities. | **Consistently develops** and **uses**lesson plans that are aligned to approved content standards and that provide a logical and fluid sequence of instructional and assessment activities. |   | **Consistently develops** and **uses**lesson plans that are aligned to approved content standards and that provide a logical and fluid sequence of instructional and assessment activities as evidenced by students’ focus on academic work and efficient transition from one activity to another. |
| 16. Provides therelevance ofinstructional objectives/activities and how the content transfers to other subject areas, including real-world applications. | **Did NotDemonstrate** | **Identifies** the relevance ofinstructional objectives/activities and how the content transfers to other areas, including real- world applications. | **Demonstrates** the relevanceof instructional objectives/activities and how the content transfers to other areas, including real-world applications. | **Consistently** provides therelevance of instructionalobjectives/activities and how the content transfers to other areas, including real-world applications. |   | **Consistently** provides the relevanceof instructional objectives/activitiesand how the content transfers to other areas, including real-world applications as evidenced by students expressing connections across content areas and life experiences. |
| Standard 8: Instructional Strategies- This Aligns with Program Learning Outcomes (**PLOs) 1, 2, 3, 5 & 6:**(The teacher candidate…) |
| 17. Integratestechnology to encourage students’ digital literacy and the connection of academic content to real-world applications. | **Did NotDemonstrate** | **Identifies** how technologyis used, as appropriate, to encourage students’ digital literacy and their connection of academic content to real-world applications. | **Demonstrates** how to usetechnology, as appropriate, to encourage students’ digital literacy and their connection of academic content to real-world applications. | **Consistently integrates**technology, as appropriate, to encourage students’ digital literacy and their connection of academic content to real-world applications. |   | **Consistently integrates** technology,as appropriate, to encourage students’ digital literacy and the connection of academic content to real-world applications as evidenced by students’ use of technology to create relevant content related responses through digital means. |
| 18. Integrates a variety ofquestioning techniquesto involve all students,to maximize studentinterest, and to assessthe need to adjust orpersonalize instruction. | **Did NotDemonstrate** | **Identifies** how a variety ofquestioning techniquescan be used to involve all students, to maximize student interest, and to assess the need to adjust instruction. | **Demonstrates** the ability touse a variety of questioningtechniques to involve all students, to maximize student interest, and to assess the need to adjust instruction. | **Consistently integrates** avariety of questioningtechniques to involve all students, to maximize student interest, and to assess the need to adjust instruction. |   | **Consistently integrates** a variety ofquestioning techniques to involve allstudents as evidenced by students’ engagement, interest and their ability to respond. |
| 19. Uses whole class andsmall group activitiesthat engage students ilearning. | **Did NotDemonstrate**n | **Identifies** whole class andsmall group activities thatengage students in learning. | **Demonstrates** the ability toconduct whole class andsmall group activities that engage all students in learning. | **Consistently uses** whole classand small group activities thatengage all students in learning. |   | **Consistently uses** whole class andsmall group activities to engage allstudents in learning as evidenced by all students participating in class activities, group roles and productive interactions. |
| Category IV: Professional Responsibility |
| Standard 9: Professional Learning & Ethical Practice- This Aligns with Program Learning Outcomes (**PLOs) 6:**(The teacher candidate…) |
| 20. Respondsappropriately to supervision and accepts responsibility for actions. | **Did NotDemonstrate** | **Identifies** professionalexpectations and practices professional behaviors. | **Demonstrates** professionalbehaviors and accepts feedback and responsibility for actions. | **Consistently demonstrates**professional behaviors, invites feedback and accepts responsibility for actions. |   | **Seeks** feedback from the principal,select colleagues, and students to improve practice as evidenced by their active participation in feedback processes. |
| 21. Establishes goals for professional growth and participates in activities to develop relevant professional knowledge and skill sets. | **Did NotDemonstrate** | **Identifies** professional growth opportunities expected of teachers. | **Establishes** goals for professional growth as expected of teachers. | **Establishes** goals forprofessional growth as expectedof teachers and participates in activities to develop relevant professional knowledge and skill sets. |   | **Establishes** goals for professional growth as expected of teachers and participates in activities to develop relevant professional knowledge and skill sets as evidenced by students’ functionality, interest, enjoyment and/or success in the class. |
| 22. Follows ethical andlegal practices of a professional educator. | **Did NotDemonstrate** | **Identifies** ethical andlegal practices of a professional educator and follows these practices. | **Demonstrates** ethical andlegal practices of a professional educator. | **Consistently follows** ethical andlegal practices of a professional educator. |   | **Consistently follows** ethical and legalpractices as evidenced by students’ perceptions of teacher fairness, confidentiality, and professionalism. |
| 23. Maintains organized, accurate, current, confidential, and secure educational records. | **Did NotDemonstrate** | **Identifies** effective and confidential practices for collecting and maintaining organized, accurate, current and secure educational records. | **Participates** in collecting and/or maintaining organized, accurate, current, confidential, and secure educational records. | **Consistently maintains** organized, accurate, current, confidential, and secure educational records. |   | **Consistently maintains** organized, accurate, current, confidential, and secure educational records as evidenced by students’ and parents’ access to reliable information regarding progress through protocols protecting privacy. |
| Standard 10: Leadership & Collaboration- This Aligns with Program Learning Outcomes (**PLOs) 6:**(The teacher candidate…) |
| 24. Performs professionaland instructionalresponsibilities appropriate to the level of professional practice. | **Did NotDemonstrate** | **Observes** and **assists** thementor in the classroombased on the first two co- teaching strategies. | **Demonstrates** participationwith the mentor inclassroom and instructional responsibilities based on the appropriate co-teaching strategies. | **Shares** all professional andinstructional responsibilitieswith the mentor teacher based on the student teaching handbook and the co-teaching strategies. |   | **Performs** all professional andinstructional responsibilities andcollaborates as a member of the department and school’s professional learning community. |
| 25. Communicatesclearly, grammatically, timely, and professionally with all stakeholders. | **Did NotDemonstrate** | **Identifies** ways tocommunicate clearly, grammatically, timely, and professionally withappropriate stakeholders. | **Demonstrates** the ability tocommunicate clearly, grammatically, timely, and professionally with appropriate stakeholders. | **Consistently communicates**clearly, grammatically, timely, and professionally with all stakeholders. |   | **Consistently communicates** clearly,grammatically, timely, and professionally as evidenced by stakeholders’ ability and empowerment to respond and become engaged, as appropriate. |