

HED 490 Teaching Performance Assessment Supplement

by COE Administrator

Assessment

Standards

No standards added.

Rubric

| | Exceptional (Target) (4.000 pts) | Proficient (Acceptable) (3.000 pts) | Developing (Below average) (2.000 pts) | Needs Improvement (Unacceptable) (1.000 pt) |
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| Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards. | TC routinely incorporates authentic assessments in practicum experience and uses assessments to evaluate student progress and performance on planned learning experiences. | TC uses authentic assessments in places in the practicum experience and uses assessments to evaluate student progress and performance on planned learning experiences in various places. | TC minimally uses authentic assessments in practicum experience. | TC does not use authentic assessments in practicum experience or to evaluate student progress and performance on planned learning experiences. |
| Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required | TC effectively creates learning experiences that engage learners in social studies content and social studies disciplinary inquiry approaches. Appropriate resources are used to support student learning. | TC sometimes creates learning experiences that engage learners in social studies content and disciplinary inquiry. There is some use of resources. | Learning experiences minimally engage learners in disciplinary inquiry. Use of resources needs to be improved. | Learning experiences do not engage students in disciplinary inquiry. |

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| content standards. | | | | |
| Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence. | TC designs and implements lessons that call on students to reflect on and assess their own learning. | Some lessons designed by TC call on students to reflect on and assess their own learning. | TC lessons call on students to reflect on and assess their own learning in a few places, but improvement is needed in this area. | Lessons do not call on students to reflect on and assess their own learning. |
| Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies. | TC designs and implements lessons that are differentiated effectively, meet the needs of specific students, and are relevant to students' lives and backgrounds. | TC designs and implements lessons that are differentiated adequately and in places are relevant to students' lives and backgrounds | TC lessons are sometimes differentiated and are occasionally relevant to students' lives and backgrounds | Lessons are not differentiated effectively and are not connected to students' lives and backgrounds |
| Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation. | TC routinely designs and implements learning activities that are collaborative, engaging, contain relevant resources and call for outcomes that reflect the character of appropriate social science disciplines. | TC sometimes designs and implements learning activities that are collaborative, engaging, contain relevant resources and call for outcomes that reflect the character of appropriate social science disciplines. | In places TC designs and implements learning activities that are collaborative, engaging, and contain relevant resources. | TC does not designs and implement learning activities that are collaborative, engaging, contain relevant resources and call for outcomes that reflect the character of appropriate social science disciplines. |
| Candidates engage learners in ethical | TC designs and implements lessons that make connections | TC designs and implements lessons that in places make connections to present | TC designs and implements lessons that minimally make connections to present | TC lessons do not make connections to present day life and to present day issues. |

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| reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society. | to present day life and to present day issues. | day life and to present day issues. | day life and to present day issues. | |
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