

EDU 331 and EDG 654 / Science Methods Clinical Performance Assessment

	Exceeds (A) (4 pts)	Solidly Meets (A-, B+) (3 pts)	Acceptably Meets (B) (2 pts)	Approaches (B-) (1 pt)	Does Not Meet (C+ or below)(0 pt)
Section One	----- ----- Elementary Science Context for Learning Information ----- -----	----- ----- Elementary Science Context for Learning Information ----- -----	----- ----- Elementary Science Context for Learning Information ----- -----	----- ----- Elementary Science Context for Learning Information ----- -----	----- ----- Elementary Science Context for Learning Information ----- -----
Knowledge of Community, School and Classroom Factors (1.0)	Teacher displays understanding of all aspects of the contextual factors of the community, school, and	Teacher displays an understanding of most aspects of the contextual factors of the community, school, and	Teacher displays an understanding of some aspects of the contextual factors of the community, school, and	Teacher displays limited knowledge of the characteristics of the community, school, and classroom.	Teacher is missing or has minimal or irrelevant knowledge of the characteristics

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00, 4%) ACEI- 2007.1 ACEI- 2007.5.2	classroom.	classroom.	classroom.		of the community, school, and classroom.
Knowledge of Characterist ics of Students (1. 000, 4%) ACEI- 2007.1 ACEI- 2007.3.1 ACEI- 2007.3.2	Teacher displays general & specific understanding of student individual differences that may affect learning.	Teacher displays mostly general & some specific, knowledge of student individual differences that may affect learning.	Teacher displays general knowledge of student individual differences (e.g., development, interests, culture, abilities/disabiliti es) that may affect learning.	Teacher displays some knowledge of student individual differences that may affect learning.	Teacher is missing or has minimal, stereotypical, or irrelevant knowledge of student individual differences that may affect learning.
Knowledge	Teacher displays	Teacher displays	Teacher displays	Teacher displays	Teacher is

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of Students' Varied Approaches to Learning (1 .000, 4%) ACEI- 2007.1 ACEI- 2007.3.1 ACEI- 2007.3.2	general & specific understanding of the different ways students learn that may affect learning.	mostly general, & some specific, knowledge about the different ways students learn that may affect learning.	general knowledge about the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	some accurate, but limited, knowledge about the different ways students learn that may affect learning.	missing or has minimal, stereotypical, or irrelevant knowledge about the different ways students learn that may affect learning.
Knowledge of Students' Science Skills And Prior Learning (1 .000, 4%) ACEI-	Teacher displays general and specific understanding of students' skills and prior learning that may affect learning and	Teacher displays mostly general, and some specific, knowledge of students' skills and prior learning that may affect	Teacher displays general knowledge of students' skills and prior learning that may affect learning and provides one	Teacher displays general knowledge of students' skills and prior learning that may affect learning. Does not support with	Teacher is missing or has little or irrelevant knowledge of students' skills and prior learning. Does

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2007.2.2 ACEI- 2007.3.1 ACEI- 2007.4	provides examples of students' prior academic learning.	learning and provides a couple of examples of students' prior academic learning.	example of students' prior academic learning.	examples of students' prior academic learning.	not provide examples of students' prior academic learning.
Implications for Instructional Planning and Assessment (1.000, 4%) ACEI-2007.2.2 ACEI-2007.3.1 ACEI-2007.3.2 ACEI-	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics by viable connections to research.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics with connections to research.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics with superficial connections to	Teacher provides some implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. No connections to research are	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom

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2007.4			research.	provided.	characteristics OR provides inappropriate implications. No connections to research are provided.
Section Two	----- ---- Learning Segment Planning and Commentary ----- ----				
Significanc	Goals reflect	Goals reflect	Goals reflect	Goals reflect	Goals do not

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e, Challenge, and Variety (1.0 00, 4%) ACEI- 2007.2.2 ACEI- 2007.3.1	several types or levels of learning and are significant, challenging, and lead to the central focus.	several types or levels of learning and are somewhat significant, challenging, and lead to the central focus.	several types or levels of learning and are somewhat significant, challenging, and marginally lead to the central focus.	several types or levels of learning but lack significance or challenge. They do not lead to the central focus.	reflect types or levels of learning. They do not lead to the central focus.
Clarity (1.0 00, 4%) ACEI- 2007.2.2 ACEI- 2007.3.1	All of the goals are clearly and consistently stated as observable, measurable learning outcomes.	Most of the goals are stated as observable, measurable learning outcomes.	Most of the goals are stated as observable, measurable learning outcomes.	Some of the goals are stated as observable, measurable learning outcomes.	Goals are not stated and are activities rather than learning outcomes.
Appropriate	All goals are	80-90% of goals	70-80% of goals	Some goals are	Goals are not

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ness For Students(1. 000, 4%) ACEI- 2007.2.2 ACEI- 2007.3.1	appropriate for the development, pre-requisite science knowledge, skills, experiences and other student needs.	are appropriate for the development, pre-requisite science knowledge, skills, experiences, and other student needs.	are appropriate for the development, pre-requisite science knowledge, skills, experiences, and other student needs.	appropriate for the development, pre-requisite science knowledge, skills, experiences, and other students' needs.	appropriate for the development, pre-requisite science knowledge, skills, experiences, or other students' needs.
Alignment with NYS Common Core Standards(1 .000, 4%) ACEI- 2007.2.2	All of the goals are explicitly aligned with NYS Common Core Standards for ELA in the content area.	Most of the goals are explicitly aligned with NYS Common Core Standards for ELA in the content area.	Almost all of the goals are aligned with NYS Common Core Standards for ELA in the content area.	Some goals are aligned with NYS Common Core Standards for ELA in the content area.	Goals are not aligned with NYS Common Core Standards for ELA in the content area.

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ACEI- 2007.3.1					
Section Three	----- ---- Assessment Plan ----- ----	----- ---- Assessment Plan ----- ----	----- ---- Assessment Plan ----- ----	----- ---- Assessment Plan ----- ----	----- ---- Assessment Plan ----- -----
Alignment with Learning Goals and Instruction(1.000, 4%) ACEI- 2007.2.2 ACEI-	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in science content and	Each of the learning goals is assessed through the assessment plan; assessments are mostly congruent with the learning goals in science content	Each of the learning goals is assessed through the assessment plan; some assessments are congruent with the learning goals in science content	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in science content and	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.

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2007.4	cognitive complexity.	and cognitive complexity.	and cognitive complexity.	cognitive complexity.	
Clarity of Criteria and Standards for Performance(1.000, 4%) ACEI-2007.2.2 ACEI-2007.4	Assessment criteria are clear and linked to the learning goals.	Assessment criteria are mostly clear and, to some extent, linked to the learning goals.	Assessment criteria are somewhat clear and to some extent linked to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	The assessments contain no clear criteria for measuring student performance.
Multiple Modes and Approaches (1.000, 4%) ACEI-2007.2.2	The assessment plan includes multiple assessment modes and assesses student	The assessment plan includes some assessment modes (including performance assessments, lab	The assessment plan includes some assessment modes (including performance assessments, lab	The assessment plan includes multiple modes but all are either pencil/paper based and/or do	The assessment plan includes no assessment modes and does not

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ACEI- 2007.4	performance throughout the learning segment.	reports, research projects, etc.) and assesses student performance at various points in the learning segment.	reports, research projects, etc.) and employs at least one formative and one summative assessment of student performance.	not require the integration of knowledge, skills and reasoning ability.	assess students before, during, and after instruction.
Technical Soundness(1.000, 4%) ACEI-2007.2.2 ACEI-2007.4	All assessments are valid; scoring procedures are explained items or prompts are clearly written; directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are somewhat explained; most items or prompts are written; directions and procedures are somewhat clear	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are	Assessments are not valid; scoring procedures are absent; items or prompts are not written; directions and procedures are unclear to

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			to students.	clear to students.	students.
Adaptations Based on the Individual Needs of Students(1.000, 4%) ACEI-2007.2.2 ACEI-2007.3.2 ACEI-2007.4	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of all students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of 80-90% of students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of 70-80% of students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher does not adapt assessments to meet the individual needs.
Section Four	----- ----- Design for	----- ----- Design for	----- ----- Design for	----- ----- Design for	----- ----- Design for

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	Instruction ----- -----	Instruction ----- -----	Instruction ----- -----	Instruction ----- -----	Instruction ----- -----
Alignment with Learning Goals(1.000, 4%) ACEI-2007.2.2 ACEI-2007.3.1	All lessons are linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	All lessons are linked to learning goals, most with clear connection. Most learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	All lessons are linked to learning goals, several with clear connection and rest with general connection. Most learning activities, assignments and resources are aligned with learning goals with a mixture of clear and superficial connection. All	Most lessons are linked to learning goals, but only with general connection. Most learning activities, assignments and resources are aligned with learning goals, albeit superficially. Most learning goals are covered in the design.	No lessons are explicitly linked to learning goals. No learning activities, assignments and resources are aligned with learning goals. No learning goals are covered in the design.

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			learning goals are covered in the design.		
Accurate Representation of Content(1.000, 4%) ACEI-2007.2.2 ACEI-2007.3.1	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is somewhat congruent with the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be partially accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.

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Lesson and Learning Segment Structure (1.000, 4%) ACEI-2007.2.2 ACEI-2007.3.1	All lessons within the learning segment are logically organized and are useful in moving students toward achieving the learning goals.	All lessons within the learning segment are organized and appear to be useful in moving students toward achieving the learning goals.	Most lessons within the learning segment are organized and appear to be useful in moving students toward achieving the learning goals.	The lessons within the learning segment have some organization and appear to be somewhat useful in moving students toward achieving the learning goals.	There is no organization of the lessons in the learning segment.
Use of a Variety of Instruction, Activities, Assignments and Resources (1.000, 4%) ACEI-	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution	Moderate variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution	Some limited variety in instruction, activities, assignments, and/or resources but with clear contribution to	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	No variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single

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2007.2.2 ACEI- 2007.3.3	to learning.	to learning.	learning.		resource.
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignment s and Resources (1.000, 4%) ACEI- 2007.2.2 ACEI- 2007.3.2	All instruction has been designed with reference to contextual factors and pre- assessment data. All activities and assignments are productive and appropriate for each student.	All instruction has been designed with reference to contextual factors and pre- assessment data. Most activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre- assessment data. Most activities and assignments appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre- assessment data. Some activities and assignments appear productive and appropriate for each student.	Instruction has not been designed with reference to contextual factors and pre- assessment data. Activities and assignments do not appear productive and appropriate for each student.

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ACEI- 2007.3.4					
Using Knowledge of Students to Inform Teaching and Learning(1. 000, 4%) ACEI- 2007.2.2 ACEI- 2007.3.2 ACEI- 2007.4	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' prior academic learning AND examples of personal/cultural/ community assets. Candidate makes connections to research and/or theory.	Candidate justifies why learning tasks (or their adaptations) are appropriate using either examples of students' prior academic learning OR examples of personal/cultural/ community assets, but not both. Candidate makes superficial connections to research and/or	Candidate justifies why learning tasks (or their adaptations) are appropriate using one example of students' prior academic learning OR one example of personal/cultural/ community assets, but not both. Candidate makes superficial connections to research and/or	Candidate justifies learning tasks with limited attention to students' prior academic learning OR personal/cultural/ community assets.	Candidate's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.

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		theory.	theory.		
Use of Technology (1.000, 4%) ACEI- 2007.2.2 ACEI- 2007.3.1 ACEI- 2007.3.5	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning.	Teacher integrates some appropriate technology that makes a significant contribution to teaching and learning.	Teacher integrates little, appropriate technology that makes a contribution to teaching and learning OR provides a strong rationale for not using technology.	Teacher used technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Technology is inappropriatel y used OR teacher does not use technology, and no (or inappropriate) rationale is provided.
Section Five	----- ----- Instructional Decision-Making for Building	----- ----- Instructional Decision-Making for Building	----- ----- Instructional Decision-Making for Building	----- ----- Instructional Decision-Making for Building	----- ----- Instructional Decision- Making for

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	Science Skills ----- -----	Science Skills ----- -----	Science Skills ----- -----	Science Skills ----- -----	Building Science Skills ----- -----
Building Academic Literacy Skills in the Content Area(1.000, 4%) ACEI-2007.2.2 ACEI-2007.3.5	Plans for instruction build on each other to create a meaningful context that supports learning of facts/skills/procedures with clear and consistent connections to the essential strategy for comprehending or composing text	Plans for instruction build on each other to support learning of skills with clear connections to the essential strategy for comprehending or composing text in the content area.	Plans for instruction support learning of skills with connections to the essential strategy for comprehending or composing text in the content area.	Plans for instruction support student learning of skills with vague connections to strategies for comprehending or composing text in the content area.	Candidate's plans focus solely on science skills without connections to any strategy for comprehending or composing text in the content area. There are significant content

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	in the content area.				inaccuracies that will lead to student misunderstandings OR Standards, objectives, and learning tasks and materials are not aligned with each other.
Identifying and Supporting Language Demands (1 .000, 4%) ACEI-2007.2.2	Candidate identifies vocabulary and additional language demand(s) associated with the language	Candidate identifies vocabulary and additional language demand(s) associated with the language	Candidate identifies vocabulary and one additional language demand associated with the language function.	Candidate identifies vocabulary as the major language demand associated with the language function.	Language demands identified by the candidate are not consistent with the selected

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ACEI- 2007.3.5	function. Plans include targeted support for use of vocabulary as well as additional language demand(s).	function. Plans include general support for use of vocabulary as well as additional language demand(s).	Language supports primarily address definitions of vocabulary.	Attention to additional demands is superficial. Language supports primarily address definitions of vocabulary.	language function or task, OR language supports are missing or are not aligned with the language demand(s) for the learning task.
Modificatio ns Based on Analysis of Student Learning (1 .000, 4%) ACEI- 2007.2.2	Multiple modifications of the instructional plan are made to address individual students needs. These	Modifications of the instructional plan are made to address individual students needs. These modifications are	One modification of the instructional plan are made to address individual students needs. These	Somewhat appropriate modifications of the instructional plan are made to address individual student needs, but these	Teacher treats class as "one plan fits all" with no modifications.

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ACEI- 2007.3.2 ACEI- 2007.4	modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	informed by the analysis of student learning/performance, best practice, or contextual factors.	modifications are informed by the analysis of student learning/performance, best practice, or contextual factors.	are not supported with description of analysis of student learning, best practice, or contextual factors.	
Congruence Between Modifications and Learning Goals(1.00 0,	Modifications in instruction are congruent with learning goals.	Most modifications in instruction are congruent with learning goals.	Most modifications in instruction are generally congruent with learning goals.	Some modifications in instruction are congruent with learning goals and others are vague or not	Modifications in instruction do not align with learning goals.

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4%) ACEI- 2007.2.2 ACEI- 2007.3.2				aligned.	
TOTAL SCORE	----- ----- Total points: 98 - 104 ----- -----	----- ----- Total points: 73 - 97 ----- -----	----- ----- Total points: 48 - 72 ----- -----	----- ----- Total points: 23 - 47 ----- -----	----- ----- Total points: 0 - 22 ----- -----