**August 2, 2013**

**PASS-PORT Assessments for Teacher Candidates**

**P = portal or decision point**

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| **P** | **#** | **Assessment Name** | **Assessment Rubric** | **Standards** | **Information** |
|  |  | **Core Assessments for ALL** |  |  |  |
| 1 | 1 | PRAXIS I (SAT/ACT score alternative)changes to CASA 7/1/13 | 1 Program Entrance Exam Rubric | NCATE Standard 1 | Used for entrance requirements Documentation included in letter format |
| n/a | 2 | PRAXIS II changes to Pearson on 8/1/13 | 2 Subject area test rubric | SPA Report Assessment #1 | SPA assessment #1 (doesn't need to be included) |
| 2 | 3 | Decision Point 2 Interview (analysis) | 4 Decision Point 2 Interview Rubric | NCATE Standard 2 | Must pass before Student Teaching (Intervention, Pass, Fail) Now has a rubric to identify criteria |
| 3 | 4 | Cross-Cultural Paper | 5 Cross-Cultural Paper Rubric (replace) | NCATE Standard 4 (weakness) | Have an excel spreadsheet with school diversity information Unsure what this means? |
| 3 | 5 | Limited Urban Reflection Paper | 6 Urban Reflection Paper Rubric | NCATE Standard 4 (weakness) |  |
| 3 | 6 | Student Teaching Pre/Post Assignment (analysis) | 7 Student Teaching Pre/Post Rubric | NCATE Standard 1 | Documents P-12 student learning |
| 2 | 7 | EDU 230 ELL Revised Lesson (ALL CANDIDATES) | 8 EDU 230 ELL Revised Lesson Rubric | NCATE Standard 4 | Strategies for English Language Learners |
|  |  | **Program Specific Assessments** |  |  | 1-4 scale for assessment |
|  |  | BIOLOGY/ENVIROMENTAL SCIENCE | |  |  |
| 2 | B1 | Secondary Lesson Series  Biology/Environmental Science | **B1 Secondary Lesson Series**  **Biology/Environmental Science Rubric** | Dormant | Deferred, not yet required |
| 3 | B2 | Secondary Student Teaching Evaluation Biology | B2 Secondary Student Teaching Evaluation Biology Rubric | Dormant |  |
|  |  | ELEMENTARY |  |  |  |
| 2 | E1 | Elementary Lesson Series Evaluation (analysis) | E1 Elementary Lesson Series Evaluation Rubric | ACEI |  |
| 3 | E2 | Elementary Student Teaching Evaluation (analysis) | E2 Elementary Student Teaching Evaluation Rubric | ACEI |  |
| 2 | E3 | EDU 340 Case Study | E4 EDU 340 Case Study Rubric | ACEI |  |
|  |  | SOCIAL STUDIES/GOVERNMENT | |  |  |
| 2 | G1 | Secondary Practice Teaching - \*Social Studies/Government | G1 Secondary Practice Teaching Social Studies/Government Rubric | NCSS  Low enrollment |  |
| 3 | G2 | Secondary Student Teaching Evaluation Government | G2 Secondary Student Teaching Evaluation Government Rubric | NCSS  Low enrollment |  |
|  |  | SOCIAL STUDIES/HISTORY |  |  |  |
| 2 | H1 | Secondary Practice Teaching -Social Studies/History | H1 Secondary Practice Teaching Social Studies/History Rubric | NCSS |  |
| 3 | H2 | Secondary Student Teaching Evaluation Historical Perspectives | H2 Secondary Student Teaching Evaluation Historical Perspectives Rubric | NCSS |  |
|  |  | HEALTH |  |  |  |
| 2 | HE1 | Secondary Practice Teaching - Health | HE1 Secondary Practice Teaching Health Rubric | AAHE |  |
| 3 | HE2 | Secondary Student Teaching Evaluation Health and Physical Education | HE2 Secondary Student Teaching Evaluation Health and Physical Education Rubric | AAHE and NASPE |  |
| 2 | HE3 | Secondary Health Education Unit Plan | HE3 Health Education Unit Plan Rubric | AAHE |  |
|  |  | ENGLISH LANGUAGE ARTS |  |  |  |
| 2 | L1 | Secondary Practice Teaching - English Language Arts | L1 Secondary Practice Teaching English Language Arts Rubric | NCTE |  |
| 3 | L2 | Secondary Student Teaching Evaluation English Language Arts | L2 Secondary Student Teaching Evaluation English Language Arts | NCTE |  |
| 2 | L3 | Secondary English Language Arts COM 240 Oral Presentation | L3 COM 240 Oral Presentation Rubric | NCTE |  |
| 2 | L4 | Secondary English Language Arts ENG 220 | L4 ENG 220 Rubric | NCTE |  |
|  |  | MATH |  |  |  |
| 2 | M1 | Secondary Practice Teaching -Math | M1 Secondary Practice Teaching Math Rubric | NCTM |  |
| 3 | M2 | Secondary Student Teaching Evaluation Mathematics | M2 Secondary Student Teaching Evaluation Mathematics | NCTM |  |
|  |  | PHYSICAL EDUCATION |  |  |  |
| 2 | P1 | Secondary Practice Teaching - PE | P1 Secondary Practice Teaching PE Rubric | NASPE |  |
| 3 | P2 | Secondary Student Teaching Evaluation Health and Physical Education | P2 Secondary Student Teaching Evaluation Health and Physical Education Rubric | AAHE and NASPE |  |
|  |  | VISUAL ARTS |  |  |  |
| 2 | V1 | Secondary Practice Teaching - Visual Arts | V1 Secondary Practice Teaching Visual Arts Rubric | IDOE |  |
| 3 | V2 | Secondary Student Teaching Evaluation Visual Arts | V2 Secondary Student Teaching Evaluation Visual Arts | IDOE |  |
|  |  | Define portals and sequences as option to show how many candidates are on track—a benchmark (R column) |  |  |  |
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**Summary of PassPort Activity**

Discussion between PassPort consultants and the EPP began in November 2012. An agreement was signed between the College and PassPort in April 2013. The EPP began uploading key assessment rubrics in August 2013 and since then; each rubric within PassPort has been examined and edited in cooperation with Jerome Mouton, a PassPort technician. The assessments in the chart indicate most current assessments currently in the PassPort system. The EPP has a total of 43 candidates signed into PassPort. A good number of assessments in PassPort were revised to meet PassPort guidelines, especially in terms of using scores of 1, 2, 3, and 4 and avoiding the use of “n/a” or “0”. The EPP had to identify core assessments, or those assessments required of all teacher candidates and that are more generic in nature. The Decision Point 2 components (interview, portfolio, and feedback from teacher mentors) were more clearly defined and combined into one rubric. The cross cultural experience requirement was normed with a new rubric and a set of exemplar papers. The final portfolio remains a key assessment for all programs; the PassPort system will need to be evaluated for its ability to allow candidates enough flexibility to use their PassPort electronic portfolio as a key assessment. New norming will need to be done for electronic portfolios. The differentiated final portfolio scoring guides are not yet in the PassPort system. Guidelines for rationales (for each document) will need to be redefined to fit electronic format. The rationales have served as a key and culminating evidence of teacher candidate critical reflection and self-evaluation. Each rational justifies a particular document as best representing the teacher candidate’s knowledge (content and pedagogy), dispositions, and performances with the EPP’s conceptual framework and according to the ten INTASC Principles. The EPP will score one more round of paper final portfolios in May 2014 for 2014 graduates and/or program completers.