

CONFIDENTIALITY STATEMENT

I, _____, pledge that I will not divulge the content of the elementary education comprehensive exam to others. Such disclosure may lead to disciplinary action. Additionally, I pledge that this exam represents my personal thinking and writing with no collaboration or writing support with others.

(signature of elementary education major)

(date)

Elementary Education Major

Comprehensive Exam-February 2014

DUE DATE: must be received in the Education Department office to Cheryl Torline by 4 pm on Thursday, February 20. **NO EXCEPTIONS.**

The confidentiality statement will be completed before the exam packet is released and is expected to be returned with the final paper. This is an individual project-**NO COLLABORATION** or outside help is allowed for this paper. Students are **NOT** to discuss the contents of this exam with anyone in or outside the department. This exam should be a reflection of your personal work-**NO OUTSIDE proofreading** is allowed-this includes use of the writing center or other editor services. **All papers, including guidelines, prompts and rubrics, along with notes and rough drafts used in preparation of this exam are expected to be submitted in the exam packet.** You are to include two copies of the exam.

Students and/or papers not following the guidelines may be asked to be redone or face a severe grade penalty, possibly failure, on the exam.

This exam should be a maximum of 15 double-spaced type-written pages, excluding the reference page(s). Scoring will cease at the end of the 15th page. Students are expected to stay within this parameter. At least two faculty members will grade each exam. The two scores will be averaged together and a final grade will be determined based on the percentage of points represented on the rubric.

Students are expected to respond to all five scenarios presented. You are to address how you would address and meet the needs of these students. Answers should reflect a combination of both educational theory and classroom practice and reflect your depth of knowledge regarding the content, pedagogy and best practice for the given situations. Priority should be to use multiple texts from your EDU coursework and cite; use other outside sources as needed. Citations are required from multiple sources. Examples of differentiated practices in instruction and assessment should be evident. All questions should be answered fully and completely; the attached rubric will be used to assess the exam, so careful attention should be paid to the rubric and used as a guideline to the complexity and depth of answers.

Elementary Education Comps-winter 2014

What would you do with this particular child in the context of this situation? Use these prompts as an example of what you would do in the classroom regarding the content you are responsible for teaching and the strategies you would use. Use the scenarios as headings and divide your paper into these 5 sections.

Scenario #1: Rosa is a 4th grade Level 1 EL student and is having trouble understanding your unit on the seasons.

Scenario #2: Joey is a 2nd grader that is reading significantly below grade level.

Scenario #3: Mary is unmotivated in writing a paper on your 3rd grade unit over communities.

Scenario #4: Paul is a fifth grader that has tested into your level 2 RTI group during your introductory unit over probability.

Scenario #5: Ben is a sixth grade student refusing to participate in your unit on healthy eating and exercise.

Comprehensive Exam Scoring Rubric 2014:

Conceptual Framework Connection: Competence, Cultural Responsive

Subject area content knowledge: Do you know the subject area content you are required to teach? 50 pts

	Content knowledge explicitly described in student's personal words/understanding with no misconceptions 3 (excellent) (10 pts)	Content knowledge implicitly stated through examples and vocabulary, with some interpretation from student 2 (good) (8 pts)	Inaccurate depiction of content knowledge presented. 1 (fair) (7 pts)	Knowledge base incomplete or missing 0 (incomplete) (0-6 pts)
1 science (ACEI 2.2)				
2-literacy (ACEI 2.1)				
3-ss (ACEI 2.3)				
4-math (ACEI 2.4)				
5-wellness (ACEI 2.6)				

PCK: Do you know the pedagogical strategies to plan and present the information in an effective manner? 50 pts

	Strategies effectively integrate all aspects of best teaching practices in discipline and are well described 3 (excellent) (10 pts)	Strategies integrate majority of the aspects of best practices, but one or two key aspects are missing 2 (good) (8 pts)	Strategies are not detailed enough to indicate understanding of best practices 1 (fair) (7 pts)	Strategies reflect ineffective or inappropriate teaching practices 0 (incomplete) (0-6 pts)
1 (ACEI 3.1)				
2 (ACEI 3.1)				
3 (ACEI 3.1)				
4				

(ACEI 3.1)					
5					
(ACEI 3.1)					

Use of differentiation: What strategies will you use to diversify your teaching to accommodate this student? (50 pts)

Question	Two Strategies detailed and described to effectively incorporate best practices to meet the needs of this student to be successful 3 (excellent) (10 pts)	One strategy detailed and well described to effectively incorporate best practices to meet the needs of this student 2 (good) (8 pts)	Strategies present could be effective but are not detailed and described to understand how would be used 1 (fair) (7 pts)	Answer displayed no or ineffective differentiation strategies to assist struggling student 0 (incomplete) (0-6 pts)
1 -EL (ACEI 3.2)				
2 – S reader (ACEI 3.2)				
3 – s writer (ACEI 3.2)				
4 s math (ACEI 3.2)				
5 unattent (ACEI 3.2)				

Use of assessment strategies: How will you check for student learning and understanding? (50 pts)

Question	Two Assessment strategies are detailed, embedded in best practice and would effectively gauge student understanding 3 (excellent) (10 pts)	One Assessment strategy is provided and would effectively gauge student understanding 2 (good) (8 pts)	Two Assessment strategies are provided but are questionable in whether they are effective in gauging student understanding 1 (fair) (7 pts)	Answer did not contain assessment strategies or assessment strategies vague and not well-described on how would be used or what data would be gathered. 0 (incomplete) (0-6 pts)

1 (ACEI 4.0)				
2 (ACEI 4.0)				
3 (ACEI 4.0)				
4 (ACEI 4.0)				
5 (ACEI 4.0)				

Use of Critical and Analytical Thinking: Does your intervention involve critical thinking/depth? (ACEI 3.3)

- _____ Candidate consistently applied in all five scenarios demonstrated deep critical thinking and problem solving skills, presenting insightful and varied explanations for situations. (10 pts)
- _____ Candidate applied deep critical thinking and problem solving skills, presenting insightful and varied explanations in at least 3 scenarios. (8 pts)
- _____ Candidate applied shallow thinking and limited problem solving skills in three to five scenarios focusing only on one possible explanation for situation or made assumptions about student without evidence provided. (7 pts)
- _____ Candidate applied shallow critical thinking and limited problem solving skills in less than three scenarios focusing only on one possible explanation for the situation or made assumptions about student without evidence provided. (0-6 pts)

Proposed Intervention: Is the intervention you propose supported by literature? (ACEI 5.1)

Part A:

- _____ Interventions embedded in theory-10 or more high quality and course related readings cited throughout paper (10 pts)
- _____ Interventions embedded in theory-8 to 9 high quality and course related readings cited throughout paper (8 pts)
- _____ Interventions embedded in theory-6 to 7 high quality and course related readings cited throughout paper (7 pts)
- _____ Interventions were lacking in theoretical basis-5 or fewer readings cited throughout the paper (0-6 pts)

Part B:

- ___ Well-selected citations and evidence from resources used in all five scenarios balanced throughout paper (10 pts)
- ___ Well-selected citations and evidence from resources but not well balanced throughout all 5 scenarios; at least one scenario not well supported (8 pts)
- ___ Weak Citations and evidence provided; do not effectively support main points in scenario in one or two scenarios (7 pts)
- ___ Weak citations and evidence provided; do not effectively support main points in more than two scenarios (0-6 pts)

Communication Skills: Is this document easily read demonstrating effective written communication skills? (ACEI –overall literacy of candidate)

- ___ No errors (grammar, sentence structure, word choice) (10)
- ___ Some errors (grade penalty) (7 pts)
- ___ Few errors (8 pts)
- ___ Numerous errors (grade penalty) (0-6)

Comments: