

School of Education
PLANNING FOR LEARNING AND ASSESSMENT

The data below is a result of faculty completing the Benchmark I assessment for all candidates at the end of their Block I semester.

What general outcome are you seeking?	How would you know it? (the outcome) if you saw it? (What will the student know or be able to do?)	How will you help students learn it? (in class or out of class)	How could you measure each of the desired behaviors listed in #2?	What are the assessment findings?	What improvements have been made based on assessment findings?
<p style="text-align: center;">Knowledge and Habits of Mind</p>	<ol style="list-style-type: none"> 1. Demonstrates understanding of the central concepts and content taught in the block 2. Has good foundation of prerequisite knowledge 3. Engages in critical thinking and personal inquiry 4. Attentive and active during class activities and discussion 5. Respectful of peers and instructors 6. Diligent in fulfilling assignments and preparing for class 7. Efficacy guided by conscientious self-assessments. Willing to take risks 	<ol style="list-style-type: none"> 1. Modeling 2. Field Experiences 3. Class Discussions 4. Readings 5. Clear Expectations 	<p>Instructors will meet as a team at the end of Block I to assess candidates on each of the indicators. Each instructor will keep notes and records for each candidate during the semester to reference during the assessment meeting. Detailed feedback will be sent to candidates via e-mail.</p>	<p>fall 04</p> <p>Candidates with negative indicators (EI & Sec) N=180</p> <p>Indicator #1 – 26 Indicator #2 – 2 Indicator #3 – 25 Indicator #4 – 4 Indicator #5 – 1 Indicator #6 – 17 Indicator #7 – 10</p> <p>Candidates failing block all had neg. indicator for #6 ***** spring 05</p> <p>Candidates with negative indicators (EI only) N=120</p> <p>Indicator #1 – 5 Indicator #2 – 0 Indicator #3 – 2 Indicator #4 – 1 Indicator #5 – 2 Indicator #6 – 6 Indicator #7 – 2</p> <p>Candidates failing block all had neg. indicator for #6</p>	<p>Data will be reviewed by administration and faculty to determine if any of the indicators are predictors or success/failure for candidates in the teacher education program. The data will inform decisions about admission requirements and curricular.</p>
	<ol style="list-style-type: none"> 1. Competent writing <ul style="list-style-type: none"> • Insightful, solid content • Appropriate 	<ol style="list-style-type: none"> 1. Modeling 2. Written assignments 	<p>Instructors will meet as a team at the end</p>	<p>fall 04</p> <p>Candidates with negative indicators (EI & Sec) N=180</p>	<p>Data will be reviewed by administration and faculty to</p>

<p>Written and Oral Communication</p>	<p>language</p> <ul style="list-style-type: none"> • Good organization • Fluent • Concise • Few mechanical errors <p>2. Speaks clearly and models standard English</p>	<p>3. Feedback on work</p> <p>4. Readings</p> <p>5. Class presentations</p> <p>6. Field experience lessons</p>	<p>of Block I to assess candidates on each of the indicators. Each instructor will keep notes and records for each candidate during the semester to reference during the assessment meeting. Detailed feedback will be sent to candidates via e-mail.</p>	<p>Indicator #1 – 14 Indicator #2 – 0 ***** spring 05</p> <p>Candidates with negative indicators (EI only) N=120</p> <p>Indicator #1 –12 Indicator #2 - 0</p>	<p>determine if any of the indicators are predictors or success/failure for candidates in the teacher education program. The data will inform decisions about admission requirements and general education requirements..</p>
<p>Interactions with Teachers and Students</p>	<p>1. Establishes good rapport with teachers and students</p> <p>2. Comes to field placement experiences prepared with plans and resources</p> <p>3. Takes the initiative to ask questions and help where needed in the classroom or school</p> <p>4. Demonstrates enthusiasm for teaching and seeks success for all students.</p>	<p>1. Modeling</p> <p>2. Field Experiences</p> <p>3. Class discussions</p> <p>4. Readings</p>	<p>Instructors will meet as a team at the end of Block I to assess candidates on each of the indicators. Each instructor will keep notes and records for each candidate during the semester to reference during the assessment meeting. Detailed feedback will be sent to candidates via e-mail.</p>	<p>fall 04</p> <p>Candidates with negative indicators (EI & Sec) N=180</p> <p>Indicator #1 – 5 Indicator #2 –5 Indicator #3 –12 Indicator #4 –4 ***** spring 05</p> <p>Candidates with negative indicators (ei only) N=120</p> <p>Indicator #1 – 1 Indicator #2 – 2 Indicator #3 –1 Indicator #4 –0</p>	<p>Data will be reviewed by administration and faculty to determine if any of the indicators are predictors or success/failure for candidates in the teacher education program. The data will inform decisions about admission requirements and field experiences.</p>
	<p>1. Focuses on the</p>	<p>1. Modeling</p>	<p>Instructors</p>	<p>fall 04</p>	<p>Data will be</p>

<p>Dispositions and Professional Behavior</p>	<p>positive 2. Makes adjustments as necessary 3. Works well with different personalities and cultural backgrounds 4. Appreciates multiple perspectives 5. Willing to give and receive help 6. Commits to being in class. Takes responsibility for making up work. 7. Commits to being on time 8. Meets deadlines 9. Has good organization 10. Neatly - appropriately dressed</p>	<p>2. Field Experiences 3. Class discussions 4. Readings 5. Individual conferences 6. Focus groups</p>	<p>will meet as a team at the end of Block I to assess candidates on each of the indicators. Each instructor will keep notes and records for each candidate during the semester to reference during the assessment meeting. Detailed feedback will be sent to candidates via e-mail.</p>	<p>Candidates with negative indicators (EI & Sec) N=180 Indicator #1 –8 Indicator #2 –0 Indicator #3 –5 Indicator #4 – 4 Indicator #5 – 5 Indicator #6 –13 Indicator #7 –12 Indicator #8 –16 Indicator #9 = 5 Indicator #10 – 1 ***** spring 05 Candidates with negative indicators (EI only) N=120 Indicator #1 –1 Indicator #2 –0 Indicator #3 –1 Indicator #4 – 4 Indicator #5 – 2 Indicator #6 –3 Indicator #7 –9 Indicator #8 –5 Indicator #9 = 4 Indicator #10 – 7</p>	<p>reviewed by administration and faculty to determine if any of the indicators are predictors or success/failure for candidates in the teacher education program. The data will inform decisions about admission requirements, multicultural perspectives, and professionalism.</p>
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**IUPUI Learning to Teach/Teaching to Learn
Benchmark I RUBRIC**

Semester: Fall Spring
200___

Year:

Student:

Knowledge and Habits of Mind

Positive Indicators		Negative Indicators Personal Development Plan Required	
	Demonstrates understanding of the central concepts and content taught in the block.		Demonstrates some gaps or misconceptions about central concepts and content of the block.
	Has good foundation of prerequisite knowledge		Lacks essential prerequisite knowledge.
	Engages in critical thinking and personal inquiry.		Avoids or lacks development as a critical thinker. Shows little depth in reflections.
	Attentive and active during class activities and discussions.		Frequently inattentive or overly self-centered in class.
	Respectful of peers and instructors.		Disrespectful of peers or instructors.
	Diligent in fulfilling assignments and preparing for class.		Careless about assignments and preparation for class.
	Efficacy guided by conscientious self-assessments. Willing to take risks.		Misjudges personal strengths or weaknesses when self-assessing.

COMMENTS:

Written and Oral Communication

	Competent writing. <ul style="list-style-type: none"> ➤ Insightful, solid content. ➤ Appropriate language. ➤ Good organization. ➤ Fluent. ➤ Concise. ➤ Few mechanical errors. 		Writing may show improvement, but the quality is still an area of serious concern. <ul style="list-style-type: none"> ➤ Underdeveloped content. ➤ Language problems. ➤ Underdeveloped organization. ➤ Requires rereading and filling in gaps. ➤ Many mechanics errors.
	Speaks clearly and models Standard English.		Speaks in a nonstandard dialect when it would be more appropriate to model Standard English

COMMENTS:

Interactions with Teachers and Students

Positive Indicators		Negative Indicators Personal Development Plan Required	
	Establishes good rapport with teachers and students.		Shows little aptitude for building rapport with teachers and students.
	Comes to field placement experiences prepared with plans and resources.		Comes to field placement experiences unprepared.
	Takes the initiative to ask questions and help where needed in the classroom or school.		Takes little initiative to become involved in the classroom or school.
	Demonstrates enthusiasm for teaching and seeks success for all students.		Very tentative about teaching and easily frustrated by students.

COMMENTS:

Disposition and Professional Behavior

	Focuses on the positive		Complains. Blames problems on others.
	Makes adjustments as necessary.		Struggles with interruptions and changes.
	Works well with different personalities and cultural backgrounds.		Occasionally displays negative attitude, bias and/or prejudice.
	Appreciates multiple perspectives.		Prioritizes personal perspective.
	Willing to give and receive help.		Not attuned to the needs of others or open to constructive feedback.
	Commits to being in class. Takes responsibility for making up work.		Misses 3 or more days worth of classes. Makes little effort to make-up work.
	Commits to being on time.		Not consistent about being on time.
	Meets deadlines.		Turns in late assignments.
	Has good organization.		Lacks effective organization
	Neatly, appropriately dressed.		Grooming or dress is often inappropriate.

COMMENTS:

OVERALL COMMENTS AND/OR RECOMMENDATIONS:

EVALUATOR 1:

EVALUATOR 3:

EVALUATOR 2:

EVALUATOR 4:

School of Education
PLANNING FOR LEARNING AND ASSESSMENT

The data below is a result of candidates completing the Benchmark II assessment at the end of their Block II semester.

What general outcome are you seeking?	How would you know it? if you saw it? (the outcome) (What will the student know or be able to do?)	How will you help students learn it? (in class or out of class)	How could you measure each of the desired behaviors listed in #2?	What are the assessment findings?	What improvements have been made based on assessment findings?
Coherent Writing	1. Good organization 2. Few typographical errors 3. Few mechanical errors 4. No evidence of plagiarism	1. Modeling 2. Class Discussions 4. Readings 5. Written Assignments 6. Feedback on work	Candidates complete the Benchmark II assignment which has them interview a child about the child's conceptual understanding of place value. The candidate then writes up the interview and analyzes the results. The benchmarks are "blind" scored by two trained scorers as to pass or fail. If the two scorers disagree then a third scorer is used. Candidates who fail the benchmark must do a follow-up during Block III.	fall 04 (el only) N=77 Twenty-six candidates were required to do the follow-up assignment ***** spring 05 Benchmarks still being assessed	Data will be reviewed by administration and faculty to determine if the program is preparing candidates to write professionally and to assess general education requirements in writing.

<p>Planning</p>	<p>1. Attempts, with some accuracy, to define place value beyond naming places</p> <p>2. Appropriate task for place value</p> <p>3. Appropriate task for age/grade</p> <p>4. Provides an acceptable rationale for why tasks were chosen</p>	<p>1. Modeling</p> <p>2. Class Discussions</p> <p>3. Readings</p> <p>5. Class presentations</p> <p>6. Field experience lessons</p>	<p>Candidates complete the Benchmark II assignment which has them interview a child about the child's conceptual understanding of place value. The candidate then writes up the interview and analyzes the results. The benchmarks are "blind" scored by two trained scorers as to pass or fail. If the two scorers disagree then a third scorer is used. Candidates who fail the benchmark must do a follow-up during Block III.</p>	<p>fall 04 (el only) N=77</p> <p>Twenty-six candidates were required to do the follow-up assignment</p> <p>*****</p> <p>spring 05</p> <p>Benchmarks still being assessed</p>	<p>Data will be reviewed by administration and faculty to determine if the program is preparing candidates to understand place value, select appropriate tasks and can provide rationale for task chosen</p>
<p>Implementation</p>	<p>1. Intern does not lead the child</p> <p>2. Intern probes the child for more information</p> <p>3. Intern show sensitivity towards the child.</p>	<p>1. Modeling</p> <p>2. Field Experiences</p> <p>3. Class discussions</p> <p>4. Readings</p>	<p>Candidates complete the Benchmark II assignment which has them interview a child about the child's</p>	<p>fall 04 (el only) N=77</p> <p>Twenty-six candidates were required to do the follow-up assignment</p> <p>*****</p> <p>spring 05</p>	<p>Data will be reviewed by administration and faculty to determine if the program is preparing candidates to "listen" to</p>

			<p>conceptual understanding of place value. The candidate then writes up the interview and analyzes the results. The benchmarks are “blind” scored by two trained scorers as to pass or fail. If the two scorers disagree then a third scorer is used. Candidates who fail the benchmark must do a follow-up during Block III.</p>	<p>Benchmarks still being assessed</p>	<p>children, ask probing questions, and be sensitive to children’s needs</p>
<p>Analysis of Child’s Understanding</p>	<ol style="list-style-type: none"> 1. Does more than retell or summarize conversation with the child 2. Is reasonably accurate 3. Supports interpretations with evidence from interview and interns’ own understanding of place value. 4. Attempts to make sense of the child’s thinking 	<ol style="list-style-type: none"> 1. Modeling 2. Field Experiences 3. Class discussions 4. Readings 5. Individual conferences 6. Focus groups 	<p>Candidates complete the Benchmark II assignment which has them interview a child about the child’s conceptual understanding of place value. The candidate then writes up the interview and analyzes the results. The benchmarks are “blind” scored by two trained scorers as to pass or fail.</p>	<p>fall 04 (el only) N=77</p> <p>Twenty-six candidates were required to do the follow-up assignment</p> <p>*****</p> <p>spring 05</p> <p>Benchmarks still being assessed</p>	<p>Data will be reviewed by administration and faculty to determine if the program is preparing candidates to analyze their own and children’s understanding..</p>

			<p>If the two scorers disagree then a third scorer is used. Candidates who fail the benchmark must do a follow-up during Block III.</p>		
<p>Curricular Implications</p>	<ol style="list-style-type: none"> 1. Includes follow-up that has the potential for enhancing the child's understanding 2. Child-centered 3. Developmentally appropriate for that child 4. Connected to evidence/findings 	<ol style="list-style-type: none"> 1. Modeling 2. Class Discussions 3. Readings 4. Field Experiences 5. Written Assignments 	<p>Candidates complete the Benchmark II assignment which has them interview a child about the child's conceptual understanding of place value. The candidate then writes up the interview and analyzes the results. The benchmarks are "blind" scored by two trained scorers as to pass or fail. If the two scorers disagree then a third scorer is used. Candidates who fail the benchmark must do a</p>	<p>fall 04 (el only) N=77</p> <p>Twenty-six candidates were required to do the follow-up assignment</p> <p>*****</p> <p>spring 05</p> <p>Benchmarks still being assessed</p>	<p>Data will be reviewed by administration and faculty to determine if the program is preparing candidates to develop lessons which are child centered, developmentally appropriate, and which will enhance the children's learning</p>

			follow-up during Block III.		
Self-Analysis	<p>1. Demonstrates reflective thinking on strengths and weaknesses</p> <p>2. Analysis connected to interview</p> <p>3. Aware of role as an effective interviewer</p>	<p>1. Modeling</p> <p>2. Class assignments</p> <p>3. Reading</p> <p>4. Working with peers</p> <p>5. Field Experiences</p>	<p>Candidates complete the Benchmark II assignment which has them interview a child about the child's conceptual understanding of place value. The candidate then writes up the interview and analyzes the results. The benchmarks are "blind" scored by two trained scorers as to pass or fail. If the two scorers disagree then a third scorer is used. Candidates who fail the benchmark must do a follow-up during Block III.</p>	<p>fall 04 (el only) N=77</p> <p>Twenty-six candidates were required to do the follow-up assignment</p> <p>*****</p> <p>spring 05</p> <p>Benchmarks still being assessed</p>	<p>Data will be reviewed by administration and faculty to determine if the program is preparing candidates to review evidence and analyze and reflect on their own strengths and weaknesses accurately and in-depth.</p>

<p>Content Knowledge</p>	<p>1. Recognizes that there is more to place value than the names of places.</p> <p>2. Tasks are about place value.</p> <p>3. Analysis of student work is mathematically correct.</p>	<p>1. General education courses</p> <p>2. Methods courses</p> <p>3. Field Experiences</p>	<p>Candidates complete the Benchmark II assignment which has them interview a child about the child's conceptual understanding of place value. The candidate then writes up the interview and analyzes the results. The benchmarks are "blind" scored by two trained scorers as to pass or fail. If the two scorers disagree then a third scorer is used. Candidates who fail the benchmark must do a follow-up during Block III.</p>	<p>fall 04 (el only) N=77</p> <p>Twenty-six candidates were required to do the follow-up assignment</p> <p>*****</p> <p>spring 05</p> <p>Benchmarks still being assessed</p>	<p>Data will be reviewed by administration and faculty to determine if candidates have the mathematic knowledge to teach children. This data will be used to analyze the affect of different math general education courses on candidates' content knowledge. .</p>
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