

AYA FORMATIVE/SUMMATIVE LANGUAGE ARTS ASSESSMENT

UNIVERSITY OF DAYTON

Candidate: _____ Clinical Educator's Signature: _____

School: _____ Grade Level: _____ Subject Area: _____ Date: _____

Letter Grade (Summative Only): _____

Field Expectations <i>adapted from the Ohio Standards for the Teaching Profession</i>		1 Unsatisfactory 2 Developing 3 Satisfactory
Standard 1: Candidates understand student learning and development and respect the diversity of students they teach.		
1. Understands what students know and are able to do and use this knowledge to meet the needs of all students (NCTE 3.1 – Candidates demonstrate knowledge of, and skills in the use of, the English language.) (NCTE 3.3 – Candidates demonstrate their knowledge of reading processes.)	1	2 3
2. Models respect for students' diverse cultures, language skills and experiences (NCTE 2.1 – Candidates create an inclusive and supportive learning environment in which all students can engage in learning.) (NCTE 3.3) (NCTE 3.5 – Candidates demonstrate knowledge of, and use for, an extensive range of literature.)	1	2 3
3. Recognizes characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention (NCTE 2.1) (NCTE 4.8 – Candidates engage students in making meaning from texts through personal response.)	1	2 3
4. Expects that all students will achieve to their full potential (NCTE 2.2 – Candidates use ELA to help their students become familiar with their own and others' cultures.) (NCTE 3.1) (NCTE 3.3) (NCTE 4.4 – Candidates create and sustain learning environments that promote respect for, and support of, individual differences of race, language, culture, gender, and ability.)	1	2 3
Standard 2: Candidates know and understand the content area for which they have instructional responsibility.		
5. Knows the content they teach and uses knowledge of content-area concepts, assumptions and skills to plan instruction (NCTE 3.1) (NCTE 3.2 – Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.) (NCTE 3.3) (NCTE 3.4 – Candidates demonstrate knowledge of different composing processes.) (NCTE 3.5) (NCTE 3.6 – Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.) (NCTE 3.7 – Candidates demonstrate knowledge of research theory and findings in English language arts.)	1	2 3
6. Understands and uses content-specific instructional strategies to effectively teach the central concepts and skills of the discipline (NCTE 4.1 – Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.) (NCTE 4.5 – Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.) (NCTE 4.6 – Candidates engage students in critical analysis of different media and communications technologies.)	1	2 3

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(NCTE 4.7 – Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language communication.) (NCTE 4.8) (NCTE 4.9 – Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.)		
7. Understands school and district curriculum priorities and the Ohio academic content standards (NCTE 2.5 – Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.) (NCTE 4.2 – Candidates align curriculum goals and teaching strategies with organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.)	1 2 3	
8. Understands the relationship of knowledge within the discipline to reading methods (NCTE 4.3 – Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.)	1 2 3	
9. Connects content to relevant life experiences and career opportunities (NCTE 2.5) (NCTE 2.6 – Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.)	1 2 3	
Standard 3: Candidates understand and use varied assessments to inform instruction, evaluate and ensure student learning.		
10. Knows about assessment types, their purposes and the data they generate (NCTE 4.10 – Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.)	1 2 3	
11. Selects, develops and uses diagnostic, formative and summative assessments as appropriate (NCTE 4.10)	1 2 3	
12. Analyzes data with clinical educator in order to monitor student progress and learning, and to plan, differentiate and modify instruction (NCTE 2.4 – Candidates use practices designed to assist students in developing habits of critical thinking and judgment.)	1 2 3	
13. Collaborates and communicates student progress with students and colleagues as appropriate (NCTE 4.10)	1 2 3	
Standard 4: Candidates plan and deliver instruction that advances the learning of each individual student.		
14. Aligns their instructional objectives and activities with Ohio’s academic content standards (NCTE 2.5) (NCTE 4.2)	1 2 3	
15. Uses information about students’ learning and performance to plan and deliver instruction that will close the achievement gap	1 2 3	
16. Communicates clear learning objectives and explicitly link learning activities to defined goals (NCTE 4.2)	1 2 3	
17. Applies knowledge of how students think and learn to instructional design and delivery (NCTE 3.1)	1 2 3	
18. Differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students (NCTE 4.4)	1 2 3	
19. Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers	1 2 3	

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(NCTE 2.4) (NCTE 4.2) (NCTE 4.5) (NCTE 4.6) (NCTE 4.7) (NCTE 4.8) (NCTE 4.9)		
20. Uses resources effectively, including technology, to enhance student learning (NCTE 4.1)	1 2 3	
Standard 5: Candidates create learning environments that promote high levels of learning and achievement for all students.		
21. Treats all students fairly and establishes rapport that is respectful, supportive and caring (NCTE 2.1) (NCTE 2.2) (NCTE 3.1) (NCTE 4.4)	1 2 3	
22. Creates an environment that is physically and emotionally safe (NCTE 2.1) (NCTE 2.2) (NCTE 3.1) (NCTE 4.4)	1 2 3	
23. Motivates students to work productively and assume responsibility for their own learning (NCTE 2.4) (NCTE 4.2)	1 2 3	
24. Creates learning situations in which students work independently, collaboratively and/or as a whole class (NCTE 4.2)	1 2 3	
25. Maintains an environment that is conducive to learning for all students (NCTE 2.1) (NCTE 4.2)	1 2 3	
Standard 6: Candidates collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning.		
26. Communicates clearly and effectively (NCTE 3.2) (NCTE 3.4) (NCTE 3.6)	1 2 3	
27. Collaborates effectively with clinical educator and other appropriate school personnel (NCTE 4.3)	1 2 3	
Standard 7: Candidates assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.		
28. Is prompt and consistent in attendance	1 2 3	
29. Understands, upholds and follows professional dress, ethics, policies and legal codes of professional conduct (NCTE 2.3 – Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.)	1 2 3	
Standard 8: Candidates assume the responsibility for the implementation of a classroom management system that is developmentally appropriate and responsive to the individual needs of the students.		

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30. Clear rules and expectations for student behavior are made clear to the students and implemented by the student teacher	1 2 3
31. Recognition of appropriate student behavior through positive reinforcement or meaningful praise (including incentives and rewards to encourage correct classroom behavior)	1 2 3
32. Monitor student behavior for all deviations from the rules using direct and less intrusive means, using a variety of management strategies including “withitness”	1 2 3
33. Implement appropriate disciplinary action when a student violates the classroom rules or displays disruptive behavior	1 2 3
34. Actively engage students in productive tasks	1 2 3
35. Uses instructional time effectively; makes smooth transitions between segments of the class, ensures that all students are engaged in learning	1 2 3
36. The physical environment supports student learning and supports learning by allowing space for various class activities with no instructional time lost	1 2 3

Please comment on any content specific or other concerns you may have.	

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Copy for Department Office (give to Liaison)