

Appendix M

Assessment List

Created for
2nd pilot.
Used to assess
2nd pilot in
February, 2003

MAT Task-Based Assessment for Middle Grades and Secondary Education in Social Studies

Quinnipiac University (draft Nov. 18, 2002)

I. Project Information

A. Lists assigned topic and grade level	Adequate	Inadequate	Absent
B. Title of unit plan reflects goal and conceptual focus	Adequate	Inadequate	Absent
C. Lists author information	Adequate	Inadequate	Absent

II. Unit Outline

A. Summary of content standards addressed	Adequate	Inadequate	Absent
B. Goal(s) that promotes constructivist approach and critical thinking	Adequate	Inadequate	Absent
C. Content outline	Adequate	Inadequate	Absent

III. Five Class Session Outline

A. Description for 5 days			
i. 5 Days of Lesson Objectives	Adequate	Inadequate	Absent
ii. 5 Days of Resources for Lessons	Adequate	Inadequate	Absent
iii. 5 Days of Activities for Lessons	Adequate	Inadequate	Absent
B. Unit assessment and rubric/assessment list	Adequate	Inadequate	Absent
C. Discussion of Learning Styles	Adequate	Inadequate	Absent
D. Bibliography—sources used for developing unit	Adequate	Inadequate	Absent
E. Bibliography—sources students will use	Adequate	Inadequate	Absent

IV. Lesson Plan for one Class

A. Objectives	Adequate	Inadequate	Absent
B. Resources	Adequate	Inadequate	Absent
C. Initiation	Adequate	Inadequate	Absent
D. Lesson Development	Adequate	Inadequate	Absent
E. Closure	Adequate	Inadequate	Absent
F. Independent Practice	Adequate	Inadequate	Absent

V. Journal or Reflection

A. challenge of researching topic	Adequate	Inadequate	Absent
B. integrative and constructivist components	Adequate	Inadequate	Absent
C. reasons and adjustments for materials and approach	Adequate	Inadequate	Absent
D. alternative concepts, goals, or objectives	Adequate	Inadequate	Absent
E. relationship to performance standards	Adequate	Inadequate	Absent
F. addresses issue of collaboration	Adequate	Inadequate	Absent

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Rubric for
MAT Task-Based Assessment for
Middle Grades and Secondary Education
in Social Studies

Quinnipiac University
(draft Nov. 21, 2002)

Score

		<i>Outstanding—3</i>	<i>Proficient—2</i>	<i>Limited—1</i>	<i>Unsatisfactory—0</i>
I.	Planning and Researching Correct, Appropriate Content Knowledge				
	Correct content.	Task shows excellent content knowledge that is correct and appropriate as well as relevant concepts from at least 3 different social science disciplines to guide instruction.	Task is based on good content, but either lacks the required number of disciplines or the integration of the content is insufficiently specified.	Content may be appropriate, but insufficient or overly simplistic information is given in the description. Some content is incorrect or misleading.	Task is based on ineffective, inaccurate content, or content is insufficient for completing the lesson.
	Appropriate content	Task builds on materials that are particularly appropriate for the grade level. The sources challenge learners and utilize higher order thinking.	Materials are appropriate to the grade level, but don't encourage higher order thinking	Materials may not be appropriate for the grade level, and/or the task doesn't challenge the student to think.	Task is based on content and material that is inappropriate for this grade level.
	Foundational Skills and Competencies of the CCT (CCT, p. 3)	The task demonstrates the ability to research and develop content, practice pedagogy, and plan courses, and thus illustrates the skill of the teacher candidate in research and social science methods.	Task shows depth and detail in relevant areas, but may be inconsistent in its consideration of content, planning and pedagogy.	Task shows some ability to research and develop content, but demonstrates a limited ability to focus the pedagogy and lesson plan to effectively transmit the content.	Task demonstrates insufficient skill or competency in research and content development.
II.	Unit Plan Outlines and Lesson Plan				
	Unit and Lesson Plan structural content	Unit outlines and lesson plans are models of pedagogy. Objectives are clear and appropriate. Lesson components are clearly aligned.	Unit outlines and lesson plans state appropriate goals objectives, activities and adjustments, but these may not be obviously aligned.	Unit outlines and lesson plans display a misunderstanding of some elements: goals, objectives, activities and adjustments.	Unit outlines and lesson plans lack significant detail on goals, objectives, activities and adjustments.
	Correspondence to topic	Unit and lesson build a theme for developing the assigned topic in an insightful, intriguing way.	Unit and lesson are appropriate to the treatment of the topic in time allotted and material covered.	Unit and lesson do not lay out a plan to realistically cover the material and topic designated.	Unit and lesson are inadequate to cover the material in any meaningful way.
	Use of multiple social science disciplines	Unit and lesson shows mindfulness of the interdisciplinary nature of social studies, and reflects this methodologically and substantively.	Unit and lesson shows an incomplete integration of different social studies disciplines and their disciplinary methods and	Unit and lesson reflect a limited awareness of different disciplinary methods and perspectives.	Unit and lesson neglect to incorporate any aspects of multi-disciplinarity.
	Learning styles and adjustments				

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		<i>Outstanding—3</i>	<i>Proficient—2</i>	<i>Limited—1</i>	<i>Unsatisfactory—0</i>
	Framework and the CCT.	<p>The unit and lesson address a variety of learning styles and levels of student preparation. Adjustments compensate for differing learning styles without sacrificing objectives.</p> <p>The task shows superior awareness of, and ability to address, the standards found in the Framework. It consistently uses the Framework and CCT to guide instruction</p>	<p>perspectives.</p> <p>The unit and lesson address a variety of learning styles and levels of student preparation, but <i>how</i> is not fully developed.</p> <p>Task relates to Framework and CCT and regularly uses them to guide instruction.</p>	<p>The unit and lesson address a variety of learning styles and levels of student preparation, but at the expense of sacrificing learning objectives.</p> <p>Relationship to the Framework and CCT uneven and often unclear. May guide some aspects of the instruction.</p>	<p>The unit and lesson fail to address a variety of learning styles and levels of student preparation.</p> <p>Task misunderstands Framework and CCT or fails to attempt to address them. The Framework and the CCT are not used to guide instruction, or are used improperly.</p>
III.	Assignments and Assessments				
	<p>Assignments and assessments stipulated as part of the unit/lesson plan:</p> <p>Overall character of the completed task as held to the standard set by the CCT on Skills and Competencies regarding "instructing" and "assessing" (CCT, p. 3).</p>	<p>Superb assignments and assessments. They are creative and challenge and guide learners as well as address different learning styles.</p> <p>The task demonstrates strong skills in the areas of "instructing" and "assessing" and outstanding understanding of disciplinary content standards in the Framework and the CCT Skills and Competencies regarding "instructing" and "assessing" (CCT, p. 3).</p>	<p>Good assignments and assessments. They are aligned with the lesson and address some different ability levels and learning styles.</p> <p>The task shows the ability to instruct and assess as required by the Framework and the CCT.</p>	<p>Weak assignments and assessment. Fail to align completely with objectives. Methods to assess student work unclear; show limited or nearly absent skills in instructing and assessment.</p> <p>Ability to instruct and assess impaired in some way. Limited understanding and skill in these areas.</p>	<p>Assignments and assessments absent or ineffective. Do not align with objectives, or are unclear. No methods to assess present.</p> <p>Assignments and assessments fail to meet disciplinary content standards in the Framework and minimal expectations in the CCT.</p>
IV.	Demonstrated Understanding of "Social Studies and the Nature of Learning" (NCATE, p. 11)				
	<p>Constructivist approach to learning</p> <p>Five principles of "powerful social studies" (NCATE, pp. 11-13).</p> <p>Integrative nature of the social studies</p>	<p>Task shows superior ability to help students connect new ideas "with ideas they have already learned from previous experience." Content, outlines, lesson plan, and reflection show the ability to build on student knowledge and experience in particularly thoughtful, creative, or skillful ways.</p> <p>Task shows social studies teaching and learning that uniformly utilizes the five principles. It is meaningful, integrative, values-based, challenging, and active.</p> <p>Task insightfully or creatively weaves together disciplinary methods and material that addresses content standards in at least 3 different social</p>	<p>Consistently shows the ability to teach in a constructivist manner by helping students build on previous experience.</p> <p>Task attempts to address the five principles of meaningful, integrative, values-based, challenging and active instruction.</p> <p>Addresses at least 3 different disciplines and shows relationships among</p>	<p>Task makes only limited reference or use of students' previous knowledge or experience in building new knowledge.</p> <p>Task only partially fulfills the expectation that instruction will be meaningful, integrative, values-based, challenging and active.</p> <p>Addresses at least 3 different disciplines, but does not successfully integrate them into the task.</p>	<p>Task does not address or incorporate students' prior knowledge or experience.</p> <p>Task shows no familiarity with the NCATE principles for social studies instruction.</p> <p>Task fails to address at least 3 different social studies perspectives, as demonstrated by</p>

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		<i>Outstanding—3</i>	<i>Proficient—2</i>	<i>Limited—1</i>	<i>Unsatisfactory—0</i>
	<p>Social Science Materials and Use of Technology (NCATE, p. 12 and Framework, "Program Goals").</p> <p>Ability to utilize social science methods.</p>	<p>science disciplines.</p> <p>Excellent social studies sources, including primary sources, as well as technology, are integral parts of the learning experience that help students engage the social sciences across time and space. These tools enhance perspectives on the work of social science.</p> <p>The teaching in the task models the process of social science thinking for students by actively and enthusiastically engaging them in the social studies process of comparing, defending, and interpreting social studies data and sources.</p>	<p>the disciplines.</p> <p>Task uses social studies sources that includes primary source material, and crosses disciplines, subjects, time, and space. Technology is used appropriately and well, and in a way that aligns with learning objectives.</p> <p>The task shows the ability not only to describe and explain various concepts and events, but also the skill to analyze, compare, defend, and interpret social studies sources.</p>	<p>Task uses weak sources for the study of the social sciences. Lacks or makes limited use of primary sources and material that crosses disciplines, subjects, time, and space. Use of technology is awkward, if present.</p> <p>The task makes very little use of social science methods. The focus is description rather than analysis and interpretation. If analysis or interpretation is present, it is flawed.</p>	<p>referenced content standards.</p> <p>Fails to use, or improperly uses, materials necessary to social studies. Task shows impaired or absent understanding of social science materials. Fails to integrate technology into task in meaningful way.</p> <p>Social science methods, including analysis, comparison, defense of thesis, or interpretation absent or incorrect.</p>
V.	Reflecting on the Process				
	<p>Teacher Candidate's orientation to the task:</p> <p>Teacher Candidate's orientation to the standards: ("Reflection and Continuous Learning," CCT, p. 3).</p> <p>Teacher Candidate's orientation to her/his part in advancing knowledge in the Social Studies disciplines:</p>	<p>Teacher candidate shows thoughtful, reasoned choices in the task and in the reflection. Critical thinking and active choices are evident throughout the task.</p> <p>The task reflects superior awareness of and respect for state standards, establishing a foundation for ongoing professional development. Candidate has detailed and clear understanding of the importance of addressing the various abilities, preparation levels, and skills of students.</p> <p>Concepts and themes are essential to the task, illustrating the ability of the teacher candidate to think in these broad terms and to illustrate and model these skills for their students.</p>	<p>Task shows active choices and critical thinking in completion of the task.</p> <p>Candidate understands and is able to apply standards to their teaching. Similarly, candidate is willing and active in efforts to address students with diverse abilities and learning styles.</p> <p>Concepts and themes are present in the task and give teacher candidate and students the opportunity to practice these skills</p>	<p>Candidate reflections shows little attention to the process of completing the task. Reasoning confused or unclear.</p> <p>Task shows minimal understanding of standards or of the importance of addressing various learning styles. Candidate has limited ability to apply them to teaching.</p> <p>Concepts and themes play minor role in task. Teacher candidate shows little interest or ability to think in social studies terms or to model or illustrate these skills to students.</p>	<p>Reflection shows no critical thinking or active choices. If reasoning is present, it shows faulty logical processes.</p> <p>Task shows no understanding of standards and no understanding of learning styles and the importance of accommodating them in teaching.</p> <p>Concepts and themes absent. Candidate shows no understanding of social science disciplines and social science thinking.</p>

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