

IUS SOE
SUMMATIVE DECISION POINTS
GRADUATE STUDIES – MS in ELEMENTARY AND SECONDARY EDUCATION

Updated January 2005

Summative Assessment Point	Assessment Forms/ Criteria	Communication to Student	Program Data Gathered	Modifications
I Admission to MS in Elementary and Secondary Education	<ul style="list-style-type: none"> ▪ Hold a bachelor’s degree from an accredited institution. ▪ Hold, or be eligible for, teacher license. ▪ Have a minimum GPA of 2.5 on a 4.0 scale in all undergraduate course work and have at least a 3.0 GPA on a 4.0 scale in all graduate course work. ▪ Complete Disposition and Goal Statements. 	<ul style="list-style-type: none"> ▪ Letter of admission or denial. 	<ul style="list-style-type: none"> ▪ Average GPA. ▪ Data on dispositions. ▪ Data on goals. ▪ Number of candidates admitted by demographic information. 	<ul style="list-style-type: none"> ▪ Admission dates established in 1/02 for October 1, March 1, June 1, August 1 to establish ‘cohort’ group for assessment system.
II Completion of Core Courses	<ul style="list-style-type: none"> ▪ Completion of Core Courses (J500, H520, P507, P510) no more than 18 hours into program. ▪ Complete SDP 2 writing at acceptable level, embedded in core courses in Fall 04. ▪ Grade of 3.0 or higher in each course. ▪ Submit SDP 2 for program review. 	<ul style="list-style-type: none"> ▪ Notification of completion to move into next block or deficiency and remediation requirements. 	<ul style="list-style-type: none"> ▪ Number of people each year at <ul style="list-style-type: none"> ○ SDP 2. ▪ Quality of reflective writing. 	<ul style="list-style-type: none"> ▪ Content analysis of SDPII writing reviewed in 03-04. SDPII requirement changed to be completed in each core course, utilizing a standard rubric for each core course.
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III Completion of Design-Based Teacher Research	<ul style="list-style-type: none"> ▪ No later than 30 hours in program. ▪ Submit SDP 3 research project. 	<ul style="list-style-type: none"> ▪ Notice of satisfactory completion or deficiency in project and remediation requirement. 	<ul style="list-style-type: none"> ▪ Content analysis review of individual candidate rubrics for research. ▪ Number of students reviewed each year. 	<ul style="list-style-type: none"> ▪ Content analysis of SDPIII in 04-05 led to revision of scoring rubric with clearer and more lengthy descriptions. Also began offering assessment advising to candidates (group and individual sessions).

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1/14/05

