

Secondary Curriculum Map-NCATE

EDUC-M 464

Assessment	How Assessed	SOE Conceptual Framework	SOE Outcomes	SOE Dispositions	SOE Diversity Proficiencies	INTASC 2011 Standards	NCTE Standards	Indiana Standards
Students develop, administer, analyze and discuss an interest inventory in M301 experience.	Peer Evaluation Self-Evaluation Rubric	HQ,PC, DS	1,2	1-7	2,3,4,5	1-7	2.1,2.3, 3.2, 3.3, 3.6, 4.1, 4.2, 4.4, 4.10	1, 2, 7
Students use the text from their M301 experience and conduct a readability analysis of the text, determining the suitability of the text for the students in the class.	Rubric Peer Evaluation	HQ,PT, DS	1,2,3	1-7	4	3, 5, 7	2.3, 3.2, 3.3, 3.6, 4.1, 4.2,4.4, 4.9, 4.10	3,4,7
Students use the text from M301 and a similar text not adopted and apply textbook adoption rubric to each, determining which text better matches the students.	Rubric	HQ,CP, DS	1,2,3	1-7	4	1, 3	2.3, 3.2, 3.3, 3.6, 4.1, 4.2,4.4, 4.9, 4.10	1, 3, 7
Students evaluate a speech contest to assess developmentally appropriate skills in public speaking.	Rubric Self-Assessment Rubric	HQCP, DS				1, 2, 3, 6, 7, 8	2.3, 3.1, 3.2,3.4, 4.7, 4.10	2, 3, 4
Candidates will select, read, discuss, and report on a current adolescent text that relates to issues related to adolescents with	Oral and written presentation	HCPC, DS	1,2	2,3,6	1,2,4	1, 2, 3, 5	2.2, 2.5, 2.6,3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.3, 4.2, 4.4, 4.5, 4.8, 4.9	1, 3, 7

attention to diversity of gender, culture, ability and genre.								
Students will develop a lesson plan with a reading strategy that has opportunities for assisting/supporting students with individual differences.	Instructor check for format, strategy, and comment on appropriateness for lesson being taught.	HCPC, DS	1,2	3,5	1,2,4	1, 2, 3, 4, 7	3.2, 3.3, 4.2, 4.4, 4.8, 4.9	1, 3, 7
Students will create a teaching resource file of teacher made or collected resources appropriate for content area/interdisciplinary instruction.	Rubric Peer Assessment Self-Assessment Instructor Assessment	HQCP, CT, DS	1,2	2,3,4,5,6,8	1,2,4	1, 2, 3, 4, 5, 7, 8, 10	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.10	1, 2, 3, 7
Students will periodically write reflections on personal learning: Professional Development sessions, Diversity Professional Development, end of class/end of assignment reflections. "A" contract students will write a summative reflection paper at the end of the course.	Rubric	HQCP, CT, DS	1, 2	8	1,2,3,4,5	1, 3, 7, 9	2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.4	6

Assessment	How Assessed	SOE Conceptual Framework	SOE Outcomes	SOE Dispositions	SOE Diversity Proficiencies	InTASC Standards	Indiana Standards
Write lesson plans and create a unit of instruction aligned to standards and reflective of best practice.	Checksheet Rubric (Self and professor assessed)	HQ, TS, DS	1,2,3	1-8	1, 3, 4, 5	2, 3, 4	2,3,4,7
Design a study to track student learning during student teaching. Present findings in writing and orally to peers during "Student Learning Exhibition."	Rubric (Self, peer, and professor assessed)	HQ, CP, TS, DS	1,2,3	1-8	1, 2, 3, 4, 5	2, 3, 4	1, 2, 3, 4, 6
Develop and perform a mini lesson for peers that would be appropriate for reader/writer workshop.	Rubric Self-Reflection	HQ, DS	1,2	5,6,8	4	2, 3, 4	6, 7
Develop an Interview Portfolio	Rubric	HQ, CP, TS, DS	1,2	8	4, 5	2, 3, 4	6
Develop a program portfolio reflecting professional mastery of the InTASC standards.	Rubric	HQ, CP, TS, DS	1,2,3	1-8	1, 2, 3, 4, 5	2, 3, 4	1-7
Participate in the equivalent of one day professional development and submit a reflection in the appropriate section of program portfolio.	Portfolio Rubric	HQ, TS, DS	1,3	8	1, 4, 5	2	6
Develop and deliver instruction during student teaching that reflects ELA Candidate attitudes, content knowledge, dispositions and skills.	NCTE/NCATE Standards Rubric for Initial Preparation of ELA Secondary Teachers (Self, Supervising Teacher and University Supervisor)	HQ, CP, DS	1,2,3	1-8	2, 3, 4	2, 3, 4	2, 2, 3, 4, 5, 6, 7

Assessment	How Assessed	SOE Conceptual Framework	SOE Outcomes	SOE Dispositions	SOE Diversity Proficiencies	InTasc Standards	NCTE Standards	Indiana Standards
Reading Logs: Candidates read extensively in children's and young adult literature and create a reading log with bibliographic information, summaries, themes, personal response, and classroom applications	Rubric Self-Evaluation University faculty	HQ,PC, DS	1,2	3	3,4	1,2,3,4,5,7	2.3, 3.5.2, 3.5.3	1, 3, 7
Author Study and Presentation: Candidates select a contemporary author, poet, or illustrator and research their background as a writer, read widely from their selected texts, and create a presentation and a paper summarizing their findings.	Rubric Self-Evaluation University Faculty	HQ,PT, DS	1,2	3	2,3,4	1,2,3,4,5,7, 9,10	2.3, 3.2, 3.5.1, 3.5.2, 3.5.3	1, 3, 7
Candidates will attend the IUS Writing Project Annual Conference and will present a poster session on their Author Studies as part of their conference activity.	Rubric Self-Evaluation University Evaluation	HQ,CP, DS	1,2,3	2,5,8	2,3,4		2.3, 3.2, 3.5.1, 3.5.2, 3.5.3	1, 3, 6, 7
Professional Development Reflection: Candidates will write a reflection on their IUSWP professional development conference. With attention to classroom applications for writing and building community.	Rubric University Evaluation	HQ, CP	1,2,3	8	3,4, 5	1,3,6,7,9	2.1, 2.3, 3.4	6

Assessment	How Assessed	SOE Conceptual Framework	SOE Outcomes	SOE Dispositions	SOE Diversity Proficiencies	INTASC 2011 Standards	Indiana Standards
<p><i>Asynchronous Online Discussion Form (AODF)</i></p> <p>A web-based conferencing assignment wherein candidates can post and respond for asynchronous dialog, discussion, brainstorming, and debate about issues and problem in educational psychology and diversity issues. During each AODF assignment, the candidate will post one new thread and two replies to peers. The candidate will make the final self-evaluation.</p>	Rubric will be used by the instructor for assessment of points earned. Rubric criteria includes: think skills, gathering information, depth of reflection, value skills, contribution to community of professionals, and reflection on diversity of PK-12 students.	HQ, DS	2, 3	2, 8,	2	2, 3, 6, 9	1, 2
<p><i>Quizzes</i></p> <p>Read assigned chapters in the required textbook. Candidate increases knowledge and understanding of the major concepts of educational psychology.</p>	Ten objective questions connected to the assigned chapter and instructor lectures. Quizzes taken in the IUS Oncourse program.	HQ, TS	1, 3	5	1, 2	1, 2, 6	6
<p><i>Tests</i></p> <p>Read assigned chapters in the required textbook. Candidate increases knowledge and understanding of the major concepts of educational psychology.</p>	Fifteen objective questions connected to the assigned chapter and instructor lectures. Tests taken with pencil/paper in the classroom.	HQ, TS	1, 3	5	1, 2	1, 2, 6	2, 3, 5
<p><i>Article Presentation</i></p> <p>Candidate reads, summarizes in writing, and summarizes with in-class presentation an assigned article on educational psychology.</p>	<p>Scoring Guide (rubric)</p> <ul style="list-style-type: none"> · A summary of the topic in text form · Submitted to class members through Oncourse Resources · A summary in oral 	HQ, TS, DS	1, 2	5, 6	1, 2	1, 2, 5, 6, 7	1, 2, 3, 5

	<ul style="list-style-type: none"> · presentation · PowerPoint Slides to review the article in an oral presentation · Submitted to class 						
<p style="text-align: center;">Motivation Paper</p> <p>Candidate gathers research on motivation of students and writes an essay with personal beliefs on how to motivate students.</p>	<p>Rubric</p> <p>1* A 1-2 page paper that explains how you (the teacher) will motivate students.</p> <p>2* Word processed</p> <p>3* Double spaced</p> <p>4* Font size = 12 pt with Times New Roman font</p> <p>5* Graduate level composition, spelling, and format are expected.</p> <p>6* Submit through Oncourse Drop Box</p>	CP, DS	1, 2, 3	3, 6	1, 4	2, 3, 6, 9	1, 3, 5
<p>Attendance & Participation</p> <p>Attend and participate in all class sessions.</p>	Attendance checklist	HQ, CP	3	1	5	9	6

Assessment	How Assessed	SOE Conceptual Framework	SOE Outcomes	SOE Dispositions	SOE Diversity Proficiencies	InTASC Standards	Indiana Standards
<p><i>Asynchronous Online Discussion Form (AODF)</i></p> <p>A web-based conferencing assignment wherein candidates can post and respond for asynchronous dialog, discussion, brainstorming, and debate about issues and problem in educational psychology and diversity issues. During each AODF assignment, the candidate will post one new thread and two replies to peers. The candidate will make the final self-evaluation.</p>	Rubric will be used by the instructor for assessment of points earned. Rubric criteria includes: think skills, gathering information, depth of reflection, value skills, contribution to community of professionals, and reflection on diversity of PK-12 students.	HQ, DS	2, 3	2, 8,	2	2, 3, 6, 9	1, 2
<p><i>Quizzes</i></p> <p>Read assigned chapters in the required textbook. Candidate increases knowledge and understanding of the major concepts of educational psychology.</p>	Ten objective questions connected to the assigned chapter and instructor lectures. Quizzes taken in the IUS Oncourse program.	HQ, TS	1, 3	5	1, 2	1, 2, 6	6
<p><i>Tests</i></p> <p>Read assigned chapters in the required textbook. Candidate increases knowledge and understanding of the major concepts of educational psychology.</p>	Fifteen objective questions connected to the assigned chapter and instructor lectures. Tests taken with pencil/paper in the classroom.	HQ, TS	1, 3	5	1, 2	1, 2, 6	2, 3, 5
<p><i>Literature Review</i></p> <p>Candidate reads, summarizes in writing, and summaries with in class presentation a literature review (APA) on a topic of adolescent development, behavior leadership, or social development.</p>	<p>Scoring Guide (Rubric)</p> <ul style="list-style-type: none"> · A literature review in APA text form · Submitted to class members through Oncourse Resources · A summary in oral presentation 	HQ, TS, DS	1,2	5,6	1,2	1,2,5,6,7	1, 2, 5

	<ul style="list-style-type: none"> • PowerPoint slides to review the article in an oral presentation • Submitted to class members through OnCourse Resources 						
<p style="text-align: center;">Observation Logs</p> <p style="text-align: center;">Candidate gathers research on motivation of students and writes an essay with personal beliefs on how to motivate students.</p>	<p>Rubric</p> <ul style="list-style-type: none"> • A 1-2 page paper that explains how you (the teacher) will motivate students. • Word processed • Double spaced • Font size = 12 pt with Times New Roman font • Graduate level composition, spelling, and format are expected. • Submit through Oncourse 	CP, DS	1, 2, 3	3, 6	1, 4	2, 3, 6, 9	1, 2, 3, 5
<p style="text-align: center;">Attendance & Participation</p> <p style="text-align: center;">Attend and participate in all class sessions.</p>	Attendance checklist	HQ, CP	3	1	5	9	6

Course Assignment	How Assessed	CF Outcomes	SoE Outcomes	Diversity Proficiencies	IDOE 2010 Standards	Program (SPA) Standards	InTASC (under-graduate)
Investigation on Electronic Technology and the Classroom	Reflection assignment and presentations.	HQ	1,3	2	Standard # 1 Standard # 2	1c . 5. d	1, 7, 8
Laboratory and Science Classroom Safety.	exam	HQ, CP,	1			9.a,b,c. 5 a,b,c,e,f 10 b,c,d.	3, 4, 5
Multicultural Science Lab	lab report	HQ, MS	1,2	1.2	Standard # 1 Standard # 2	1.c. 2 a,b. 4a. 7 a,b	1, 2, 3, 4, 5, 6, 7
Science Teaching Rationale Paper	paper	HQ, CP, TS.	2	5	Standard # 1 Standard # 2	2 a.b; 3a,b; 8 a,b,c; 9c.	1, 2, 5, 6, 7, 8
Student led Laboratory Experiences	lab report	HQ	1,2	3,4	Standard # 1 Standard # 2	5 a,b,c,e,f 10 b,c,d.	1, 2, 3, 4, 5, 6, 7, 8
Identifying community resources-.	resource file	HQ, TS	,1,3	3.4	Standard # 1 Standard # 2	7a,b.	3, 4, 7, 10
Cooperative Learning and Assessment		HQ, TS	1,2	3,4	Standard # 1 Standard # 2	3a,	1, 2, 3, 4, 5, 6, 7, 10
Project/Unit Lesson Plan		HQ, CP, TS, MS	1,2	3,4	Standard # 1 Standard # 2 Standard # 9	1 a, 6 a,b 8 a,b.	1, 2, 3, 4, 5, 6, 7, 10

Assignment	How Assessed	CF Outcomes	SoE Outcomes	Diversity Proficiencies	IDOE 2010 Standards	Program (SPA) Standards	InTASC (under-graduate)
Points Of Most Significance reviews	discussion	HQ, DS	1	3	Standard 1: The nature and Processes of Science Standard 2: Central Concepts and Connections in Science.	1 d,e; 2 a,b,c; 3a; 4a, b.	4,5 6
Case Study	rubric	HQ	1	2	Standard 1: The nature and Processes of Science Standard 2: Central Concepts and Connections in Science.	1 a,b;2a,b,c; 3a; 4a;	4,5 6
Research Paper	rubric	HQ	1		Standard 1: The nature and Processes of Science Standard 2: Central Concepts and Connections in Science.	1 d,e; 2 a,b,c; 3a; 4a, b.	4,5 6
Mid-Term	key	HQ, DS	1		Standard 1: The nature and Processes of Science Standard 2: Central Concepts and Connections in Science.	1 a,b,d,e; 2a,b,c; 3a; 4a;	4,5 6
Final Exam	key	HQ, DS	1		Standard 1: The nature and Processes of Science Standard 2: Central Concepts and Connections in Science.	1 a,b,d,e; 2a,b,c; 3a; 4a;	4,5 6

Assessment	How Assessed	SOE Conceptual Framework	SOE Outcomes	SOE Dispositions	SOE Diversity Proficiencies	INTASC 2011 Standards	IDOE 2010 P-12 Standards
Modules One/Two *Teacher Concept Map *Vocabulary Crossword *Teaching Statistics *Forum One *Philosophies Map *Teacher Interview *Educational Philosophies Chart *Practice Exam	Rubrics relating to the completeness of ideas, communication skills, and correctness of content	HQ, CP	2	1, 4, 5, 6	5	1, 3, 4	2, 6
Modules Three/Four *Ancient History PowerPoint *European and Colonial History Map *Who am I Matching *Educational Timeline *Forum Two *Practice Exam	Rubrics relating to the completeness of ideas, communication skills, and correctness of content	HQ, CP	1, 2	1, 4, 5, 6	1, 2	4	1, 2, 6
Module Five *Class Groups Chart *Compare/Contrast "ism" Venn Diagram *Special Education Map *At-risk issues Flowchart *Forum Three *Practice Exam	Rubrics relating to the completeness of ideas, communication skills, and correctness of content	HQ, DS	2, 3	1, 3, 4, 5	1, 2, 5	1, 2, 3, 5	1, 2, 5, 6
Module Six *Supreme Court Chart *Student Rights PowerPoint Presentation	Rubrics relating to the completeness of ideas, communication	HQ, DS	2, 3	1, 3, 4, 5	1, 2, 3, 5	4	1, 2, 5, 6

*School Board Project *State/Federal/Private finance, influences, responsibilities, T Chart *Forum Four *Practice Exam	skills, and correctness of content						
Module Seven *Curriculum Aspects *Instructional Models *Standards Chart *Assessment Analysis *Forum Five *Practice Exam	Rubrics relating to the completeness of ideas, communication skills, and correctness of content	HQ, TS	1, 2, 3	1, 5, 6, 7	3, 4, 5	5, 6, 7, 8	3, 4, 6
Module: Research Paper Bibliography Essential Question Introduction Body-Rough Draft Final Research Paper	Rubrics relating to the completeness of ideas, communication skills, and correct use of APA documentation style	HQ	1	1, 4, 5	1, 2, 4	3, 4, 5, 6	4, 6, 7
Field Experience 1-2 Elementary Secondary	Completeness of observation protocol and teacher (P-12) evaluations	CP, TS	2, 3	2, 4, 6, 8	1, 2, 3, 5	3, 8, 9, 10	2, 3, 5, 6
Exam One Modules One-Four Chapters 1-7	Number of correct responses	HQ	1, 2	1, 4, 5, 6	1, 2, 5	1, 3, 4	1, 2, 5, 6
Exam Two Modules 5-7 Chapters 8-15	Number of correct responses	HQ	1, 2, 3	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6

Assessment	How Assessed	SOE Conceptual Framework	SOE Outcomes	SOE Dispositions	SOE Diversity Proficiencies	IDOE 2010 Secondary	INTASC before 2011	InTASC 2011
Lesson Plan 1	Rubric comprising of correct lesson plan components, procedures, content scaffolding, representations, connections, diversity accommodations, and equity dispositions	HQ, DS	1, 2	2, 3, 4, 5	3, 4	1, 2, 3, 4, 5, 7	1, 3, 4, 7	3, 4, 7, 8
Lesson Plan 2	Rubric comprising of correct lesson plan components, procedures, content scaffolding, representations, connections, diversity accommodations, and equity dispositions	HQ, DS	1, 2	2, 3, 4, 5	3, 4	1, 2, 3, 4, 5, 7	1, 3, 4, 7	3, 4, 7, 8
Lesson Plan 3	Rubric comprising of correct lesson plan components, procedures, content scaffolding, representations, connections, diversity accommodations, and equity dispositions	HQ, DS	1, 2	2, 3, 4, 5	3, 4	1, 2, 3, 4, 5, 7	1, 3, 4, 7	3, 4, 7, 8
Summative Test	Rubric measuring the quality of unit objectives, number/types of questions, alignment of questions to unit objectives, content accuracy, grading rubric, and analysis of fairness accuracy of questions	HQ, DS	1, 2	1, 3, 5, 7, 8	3, 4, 5	4	1, 8, 9	5, 6, 9

Classroom Management Plan	Rubric evaluating the classroom procedures given concerning seating arrangement, discipline, attendance, academics, homework/test/Cheating policies, paper collection, parent contact, and school policies	CP, TS	2, 3	1, 2, 3, 4	1, 2, 3, 5	5	3, 4, 5, 6, 10	1, 2, 3, 8, 10
Gradebook/ Grading Procedures	Rubric evaluating the analysis of grading options, grading philosophy, and grading procedures	HQ, CP	1, 2	1, 3, 4, 7	2, 3, 5	4, 6	8, 9	5, 6, 9
Portfolio	Rubric measuring the suitability/ Number of artifacts and rationales of inclusion of the artifacts in each section of the INTASC subject specific objectives	HQ, TS	1, 2, 3	4, 5, 6, 7, 8	4, 5	1, 2, 3, 4, 5, 6	All 1-10	All 1-10
Diversity Conference	Rubric measuring presentations summaries, reflections on how this information helps the perspective teacher, workshop/conference evaluation of information and organization	DS	2, 3	1, 3, 6, 8	1, 2, 3, 4, 5	1, 6	3, 7, 9, 10	2, 3, 9, 10

<p>Journal Articles (Two for “B” contract, Four for “A” contract)</p>	<p>Rubric measuring correct APA citation, complete summary information, opinions regarding readability/applicability of content (no first person), and professional communication</p>	<p>HQ, TS</p>	<p>1, 2, 3</p>	<p>4, 5, 6, 8</p>	<p>4, 5</p>	<p>6, 7</p>	<p>4, 9, 10</p>	<p>8, 9, 10</p>
<p>Instructional Videos (“A” and “B” contracts only)</p>	<p>Rubric measuring the correct use of technology, content accuracy, scaffolding, alignment to common core objectives, and student engagement opportunities</p>	<p>TS, DS</p>	<p>2, 3</p>	<p>2, 5, 6</p>	<p>3, 4, 5</p>	<p>2, 3, 5, 6</p>	<p>1, 3, 7, 8</p>	<p>3, 4, 5, 6</p>
<p>Research Paper (“A” contract only)</p>	<p>Rubric evaluating paper formatting, citation/bibliography/quotation formats, style/mechanics of the writing, content referenced, and the typing/presentation of paper</p>	<p>HQ</p>	<p>1, 2, 3</p>	<p>4, 5, 6, 8</p>	<p>4, 5</p>	<p>6</p>	<p>4, 9, 10</p>	<p>8, 9, 10</p>

Assessment	How Assessed	SOE Conceptual Framework	SOE Outcomes	SOE Dispositions	SOE Diversity Proficiencies	IDOE 2010 Secondary	INTASC before 2011	InTASC 2011
Lesson Plan 1	Rubric comprising of correct lesson plan components, procedures, content scaffolding, representations, connections, diversity accommodations, and equity dispositions	HQ, DS	1, 2	2, 3, 4, 5	3, 4	1, 2, 3, 4, 5, 7	1, 3, 4, 7	3, 4, 7, 8
Lesson Plan 2	Rubric comprising of correct lesson plan components, procedures, content scaffolding, representations, connections, diversity accommodations, and equity dispositions	HQ, DS	1, 2	2, 3, 4, 5	3, 4	1, 2, 3, 4, 5, 7	1, 3, 4, 7	3, 4, 7, 8
Lesson Plan 3	Rubric comprising of correct lesson plan components, procedures, content scaffolding, representations, connections, diversity accommodations, and equity dispositions	HQ, DS	1, 2	2, 3, 4, 5	3, 4	1, 2, 3, 4, 5, 7	1, 3, 4, 7	3, 4, 7, 8
Summative Test	Rubric measuring the quality of unit objectives, number/types of questions, alignment of questions to unit objectives, content accuracy, grading rubric, and analysis of fairness accuracy of questions	HQ, DS	1, 2	1, 3, 5, 7, 8	3, 4, 5	4	1, 8, 9	5, 6, 9
Classroom Management Plan	Rubric evaluating the classroom procedures given concerning seating arrangement, discipline, attendance, academics, homework/test/Cheating policies, paper	CP, TS	2, 3	1, 2, 3, 4	1, 2, 3, 5	5	3, 4, 5, 6, 10	1, 2, 3, 8, 10

	collection, parent contact, and school policies							
Gradebook/ Grading Procedures	Rubric evaluating the analysis of grading options, grading philosophy, and grading procedures	HQ, CP	1, 2	1, 3, 4, 7	2, 3, 5	4, 6	8, 9	5, 6, 9
Portfolio	Rubric measuring the suitability/ Number of artifacts and rationales of inclusion of the artifacts in each section of the INTASC subject specific objectives	HQ, TS	1, 2, 3	4, 5, 6, 7, 8	4, 5	1, 2, 3, 4, 5, 6	All 1-10	All 1-10
Diversity Conference	Rubric measuring presentations summaries, reflections on how this information helps the perspective teacher, workshop/conference evaluation of information and organization	DS	2, 3	1, 3, 6, 8	1, 2, 3, 4, 5	1, 6	3, 7, 9, 10	2, 3, 9, 10
Journal Articles (Two for "B" contract, Four for "A" contract)	Rubric measuring correct APA citation, complete summary information, opinions regarding readability/applicability of content (no first person), and professional communication	HQ, TS	1, 2, 3	4, 5, 6, 8	4, 5	6, 7	4, 9, 10	8, 9, 10
Instructional Videos ("A" and "B" contracts only)	Rubric measuring the correct use of technology, content accuracy, scaffolding, alignment to common core objectives, and student engagement opportunities	TS, DS	2, 3	2, 5, 6	3, 4, 5	2, 3, 5, 6	1, 3, 7, 8	3, 4, 5, 6

Research Paper ("A" contract only)	Rubric evaluating paper formatting, citation/bibliography/quotation formats, style/mechanics of the writing, content referenced, and the typing/presentation of paper	HQ	1, 2, 3	4, 5, 6, 8	4, 5	6	4, 9, 10	8, 9, 10
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Course Assignment	How Assessed	Local- CF and SOE outcomes	Local-Diversity Proficiencies	State- IDOE 2010 Standards	National Program Standards (SPA)	National InTASC
Written Reflections	Rubric	CP, TS, DS 2, 3	1, 2, 3, 4, 5	Sec/Mid-1, 3, 5, 6	1, 3, 4, 5, 6, 7, 9, 10	1, 2, 3, 5, 9
Class Discussions	Participation Guide	CP, TS, DS 2, 3	1, 2, 3, 4, 5	Sec/Mid-1, 2, 5, 6	1, 3, 4, 5, 6, 8, 9, 10	1, 2, 3, 5, 9
Documentary Review	Rubric	DS 2	2, 5	Sec/Mid-1	1, 3, 4, 5, 9	1, 2
Cultural Resource Project	Rubric	HQ, CP, TS, DS 1, 2, 3	1, 3, 5	Sec/Mid-1, 2, 5	1, 3, 4	1, 2, 7, 9
Choice Project	Rubric	CP, DS	1, 2, 3	Sec/Mid-1, 2, 5	1, 3, 4, 5, 7, 8, 9	1, 2, 3, 9

Course Assignment	How Assessed	Local- CF and SOE outcomes	Local-Diversity Proficiencies	State- IDOE 2010 Standards	National Program Standards (SPA)	National InTASC (2011)
Mini Lesson w/ Reflection	Rubric	HQ, CP, TS 1, 2, 3	1, 2,3, 4, 5	Sec/Mid- 1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8,
Reflection Journals	Rubric	HQ, CP, TS, DS 1, 2, 3	1, 2, 3, 4, 5	Sec/Mid- 1, 2, 3, 5	1, 2, 3, 4	1, 2, 3, 5, 7, 8, 9
Global Connections Essay	Rubric	HQ 1	1, 2	1, 3	9	4
Unit Plan	Rubric	HQ, CP, TS, DS	3, 4, 5	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8
Exit Interview	Checklist	HQ, CP	5	6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	9, 10
Student Learning Project	Rubric	HQ, TS, DS	3, 4, 5	1, 2, 3, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7, 8