Pre-Post Test Unit Evaluation – MAT Middle Level

AMLE Assessment 5

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|  |  | **UNACCEPTABLE** | **ACCEPTABLE** | **TARGET** |
| 2a. Subject Matter Content Knowledge |  | Middle level teacher candidates demonstrate limited content knowledge in the subjects they teach. They do not pursue the acquisition of additional knowledge. | Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach. | Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach. They demonstrate their understanding of the complexities of the subject area disciplines, value continued learning, and seek the knowledge needed to improve the effectiveness of their teaching for all young adolescents. |
| 2b. Middle Level Student Standards |  | Middle level teacher candidates recognize the importance of using content specific teaching and assessment strategies. | Middle level teacher candidates demonstrate their ability to use content specific teaching and assessment strategies and integrate information literacy skills and technologies into the subjects they teach. | Middle level teacher candidates demonstrate their ability to analyze content and assess the needs of their students. They purposely select and integrate teaching and assessment strategies that include information literacy skills and state-of-the-art technologies for all students. |
| 2b. Middle Level Student Standards |  | Middle level teacher candidates are aware of state, national, and common core standards for student learning. | Middle level teacher candidates demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning. They use this knowledge in their teaching. | Middle level teacher candidates demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning. They deconstruct the standards to better understand their intent and their effects on all young adolescents. They align instructional goals and student assessments with these standards. |
| 2c. Interdisciplinary Nature of Knowledge |  | Middle level teacher candidates recognize that middle level curriculum should be relevant, challenging, integrative, and exploratory. | Middle level teacher candidates develop and utilize middle level curriculum that is relevant, challenging, integrative, and exploratory. | Middle level teacher candidates demonstrate a commitment to and advocacy for middle level curriculum that is relevant, challenging, integrative, and exploratory. They select, design, evaluate, and modify curriculum in ways that capitalize on the diverse learning needs of all young adolescents. |
| 2c. Interdisciplinary Nature of Knowledge |  | Middle level teacher candidates recognize the importance of the interdisciplinary nature of knowledge. | Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge and teach in ways that enable young adolescents to make connections among subject areas, their interests, and experiences. | Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge. They provide credible evidence that all their students make authentic and meaningful connections among subject areas, and their interests and experiences. |
| 4a. Content Pedagogy |  | Middle level teacher candidates can articulate a variety of content specific teaching and assessment strategies. | Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies by using them successfully in their teaching. | Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies, use a wide variety of them in their teaching, and modify their use based on the unique learning needs of their students. |
| 4b. Middle Level Instructional Strategies |  | Middle level teacher candidates understand the importance of creating learning experiences that are developmentally responsive and that engage young adolescents. | Middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained). | In collaboration with students, colleagues, and other stakeholders, middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained). |
| 4c. Middle Level Assessment and Data-informed Instruction |  | Middle level teacher candidates recognize the importance of formative and summative assessment in effective instruction. | Middle level teacher candidates understand the multiple roles of assessment and use this knowledge to create formative and summative tools. They use assessment data to inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons). | Middle level teacher candidates collaborate with students and colleagues to select and create a wide variety of formative and summative assessments. They analyze the data to evaluate their practice and inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons). |
| 4d. Young Adolescent Motivation |  | Middle level teacher candidates understand the importance of motivating young adolescents. | Middle level teacher candidates demonstrate their ability to motivate young adolescents. They facilitate student learning through developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). | Middle level teacher candidates facilitate student learning through a wide variety of developmentally responsive materials and resources (e.g., technological resources and contemporary media). They employ a process of self-analysis and collaboration with students and colleagues to determine the impact of their instruction on student motivation and learning, and they adjust their teaching accordingly. |
| 4d. Young Adolescent Motivation |  | Middle level teacher candidates understand the importance of establishing a productive learning environment. | Middle level teacher candidates demonstrate their ability to increase student motivation for learning by establishing productive learning environments for all young adolescents (e.g., one that is equitable, inclusive, and caring; that employs research- based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology). | Middle level teacher candidates collaborate with colleagues, family members, and others to increase motivation to learn among all young adolescents. They emphasize intrinsic and extrinsic student motivation by establishing productive learning environments for all students (e.g., one that is equitable, inclusive, and caring; that employs research- based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology). |