**Program Name/Department\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Candidate Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Candidate C#:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT ASSESSMENT: ADVANCED PROGRAM**

**SCORING GUIDE UPON PROGRAM COMPLETION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Elements** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** | **N/A** | **Candidate Score** |
| **Item #1**  **Knowledge of Pedagogical Theory Standard 1.b.** | Ideas presented by the candidate in the culminating activity closely follow conventional concepts with little expansion and development of new directions. Ideas and concepts are generally and satisfactorily presented although lapses in logic are apparent. Theory is minimally applied to the context addressed in the activity. | The candidate’s work in the culminating activity is organized, carefully focused and clearly outlines the major issues addressed by critical theory in this field. Ideas are logically arranged to present a sound scholarly argument. Depth of understanding related to teaching and learning in the field. Theory is accurately applied to the specific context addressed in the activity. | In the culminating activity, the candidate excels in the explanation and discussion of theory related to the field. Depth of understanding is apparent and clearly related to the given area of certification. The candidate’s work synthesizes theoretical concepts and coherently applies them to the specific context addressed by the activity. |  | **Item #1\_\_\_\_\_\_\_** |
| **Item #2**  **Understanding of Educational Research and Policy**  **Standard 1.c.** | In the culminating activity, the candidate includes some summary of the research and policy in the given field. The gaps in current knowledge and approaches that fill these gaps are not identified. | In the culminating activity, the candidate presents a credible summary of the research and policy in the given field. The gaps in current knowledge are identified and directions and approaches that fill these gaps are identified. | In the culminating activity, the candidate effectively summarizes important research and policy in the given field. Important issues or ideas from the research/policy are raised. The gaps in current knowledge of the field are clearly identified and logical suggestions for addressing these gaps are offered. |  | **Item #2\_\_\_\_\_\_\_** |
| **Item #3**  **Analysis and Application of Theory and Research Standard 1.b. and 1.c.** | In the culminating activity, the candidate struggles to analyze and evaluate the research and theory in the field. The candidate has difficulty critiquing, synthesizing, and applying the research findings to learning and teaching in the area of certification. | In the culminating activity, the candidate provides an adequate analysis and evaluation of research and theory in the field. The candidate demonstrates ability to critique, synthesize, and apply some research findings and theory to learning and teaching in the area of certification. | In the culminating activity, the candidate presents a critical analysis and evaluation of research and theory in the field. The candidate is able to effectively critique, synthesize, and apply research findings and theory to the learning and teaching in the area of certification. |  | **Item #3\_\_\_\_\_\_\_** |

*Adapted from California State University, Fresno, Department of Biology and SUNY Cortland’s Physical Education Department*

Each of the elements are designed to assess NCATE Unit Standard 1: Candidate Knowledge, Skills and Dispositions, with particular emphasis on Standard 1.b: Knowledge and Application of Pedagogical Theory and Standard 1.c: Understanding and Analysis of Educational Research and Policies.