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

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

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

**Unit Assessment**

**Initial Teacher Candidate Assessment of Student Learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Elements** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** | **N/A** | **Candidate Score** |
| **Item #1**  **Professional and Pedagogical Knowledge and Skills**  *Standard 1c* | Teacher candidates do not apply professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. | Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. Their work reflects major schools of thought about schooling, teaching and learning. | Teacher candidates’ work reflects a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. Their work demonstrates knowledge of how students learn and how to make ideas accessible to students. |  | **Item #1\_\_\_\_\_\_\_** |
| **Item #2**  **Context for Student Learning**  *Standard 1c* | Teacher candidates lack knowledge of school, family, and community contexts, and they are unable to develop learning experiences that draw on students’ prior experience. | Teacher candidates consider the school, family, and community contexts in which they work and the prior experience of students to develop learning experiences. | Teacher candidates consider school, family, and community contexts in connecting concepts to students’ prior experience to develop meaningful learning experiences. |  | **Item #2\_\_\_\_\_\_\_** |
| **Item #3**  **Reflection on Practice and Student Learning**  *Standard 1c* | Candidates do not reflect on their work, nor do they use current research to inform their practice. | Candidates reflect on their practice and make necessary adjustments to enhance student learning. | Candidates reflect on their practice and make creative adjustments to enhance student learning. They are able to incorporate educational research findings into their practice as appropriate. |  | **Item #3\_\_\_\_\_\_\_** |
| **Item #4**  **Assessment of Student Learning**  *Standard 1d* | Teacher candidates do not accurately assess student learning or develop learning experiences based on students’ developmental levels or prior experience. | Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. Based on their assessment, they are able to develop and implement meaningful learning experiences for students. | Teacher candidates focus on student learning and study the effects of their work. They are able to develop and implement meaningful learning experiences for students based on their developmental level and prior experience. They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. |  | **Item #4\_\_\_\_\_\_\_** |