

**Illinois State University**  
**Department of Curriculum & Instruction**  
**Elementary Education Assessment Plan**  
**Updated 9/09**

**Elementary Education Program Standards (ACEI)**

<p><b>ACEI 1:Development, Learning and Motivation</b>--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>
<p><b>ACEI 2a: Curriculum: Central concepts, tools of inquiry, and structures of content</b>--Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels</p>
<p><b>ACEI 2b: Curriculum: English language arts</b>-Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas</p>
<p><b>ACEI 2c: Curriculum: Science</b>-Candidates know, understand, and use fundamental concepts in the subject matter of science-including physical, life, and earth and space sciences-as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy</p>
<p><b>ACEI 2d: Curriculum: Mathematics</b>-Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data</p>
<p><b>ACEI 2e: Curriculum: Social studies</b>-Candidates know, understand, and use the major concepts and modes of inquiry from the social studies-the integrated study of history, geography, the social sciences, and other related areas -to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world</p>
<p><b>ACEI 2f: Curriculum: The arts</b>-Candidates know, understand, and use-as appropriate to their own understanding and skills-the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students</p>
<p><b>ACEI 2g: Curriculum: Health education</b>-Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health</p>
<p><b>ACEI 2h: Curriculum: Physical education</b>-Candidates know, understand, and use-as appropriate to their own understanding and skills-human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students</p>
<p><b>ACEI 2i: Curriculum: Connections across the curriculum</b>-Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues. Connections across the curriculum-Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.</p>
<p><b>ACEI 3a: Instruction: Integrating and applying knowledge for instruction</b>-Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community</p>

<b>ACEI 3b: Instruction: Adaptation to diverse students</b> --Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
<b>ACEI 3c: Instruction: Development of critical thinking, problem solving, performance skills</b> --Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills
<b>ACEI 3d: Instruction: Active engagement in learning</b> --Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments
<b>ACEI 3e: Instruction: Communication to foster collaboration</b> --Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom
<b>ACEI 4: ASSESSMENT for instruction</b> --Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
<b>ACEI 5a: Professionalism: Practices and behaviors of developing career teachers</b> --Candidates understand and apply practices and behaviors that are characteristic of developing career teachers
<b>ACEI 5b: Professionalism: Reflection and evaluation</b> --Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally
<b>ACEI 5c: Professionalism: Collaboration with families</b> --Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children
<b>ACEI 5d: Professionalism: Collaboration with colleagues and the community</b> --Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

### Assessment #1 Illinois State Content Test

### Assessment #2 Content Assessment: General Education Grades

<b>Program</b>	Elementary Education
<b>Assessment #</b>	2
<b>Assessment Title</b>	General Education Grades
<b>Standards</b>	ACEI 2b, 2c, 2d, 2e, 2f, 2g
<b>Course</b>	Gen Eds
<b>Date Developed/Revised</b>	5/09
<b>Assessment Guidelines</b>	Beginning in the Fall of 09, all General Education course syllabi which elementary education majors may take to meet their general education requirements were collected. Course objectives were aligned with ACEI standards. General education grades for all majors will be collected for all courses each semester

## Assessment #3 Pedagogy Assessment: Integrated Unit

<b>Program</b>	Elementary Education
<b>Assessment #</b>	3
<b>Assessment Title</b>	Integrated Unit
<b>Standards</b>	ACEI 1.1-A; 1.1-B; 1.1-D; 1.1-E; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 3.1-A; 3.1-C; 3.1-E; 3.1-F; 3.2-C; 3.3-B; 3.3-C; 3.4-A; 3.4-B; 3.5-C; 3.5-E; 4.0
<b>Course</b>	C&I 211
<b>Date Developed/R evised</b>	5/09
<b>Assessment Guidelines</b>	<p>Candidates will design a thematic unit that integrates the following subject areas – math, science, literacy, social studies, art, health and physical education. The integrated unit must be submitted in LiveText and will be formally assessed using the rubric in LiveText.</p> <p>Unit components:</p> <ol style="list-style-type: none"> <li>1) <i>Purpose and Significance</i>: This section describes the rationale for the unit (why this is a significant topic, why it is important for elementary students to learn, how it fits into the elementary curriculum, how the unit is relevant to this age group, and how the approach is developmentally appropriate.) This section will also describe the target grade level and type of classroom, and the amount of time that is allotted for this unit (2 weeks).</li> <li>2) <i>Unit Outcomes</i>: These are the overall outcomes for the unit. The unit objectives state what the students will know and be able to do as a result of the unit. These outcomes should focus on content knowledge, and specific skills and processes. The goals must be aligned with the <u>Illinois Learning Standards</u>. (The associated learning benchmarks must be written out.)</li> <li>3) <i>Timeline/Flowchart</i>: All lessons in the unit are listed in the order in which they will be taught. This section requires some careful thinking about how to sequence individual lessons to scaffold student learning and should include specific ideas for both initial and culminating activities or discussions to launch and to bring closure to the unit.</li> <li>4) <i>Content and Skills Development Lessons</i>: These are the lessons selected or created to accomplish the outcomes of the unit. The individual lesson plan should help students acquire or practice appropriate concepts, principles, methods of inquiry and skills in each major content area: literacy, mathematics, science, social studies, art and health. The lesson plans should involve a variety of instructional strategies such as small group work, problem solving, experiments, dramatizations and simulations, research, games, use of multimedia, development of student products, writing and reading. One activity must use human movement and physical activity to foster learning. One lesson plan must include a guided reading plan. Be sure to include accommodations for diverse learners, including English language learners.</li> <li>5) <i>Assessment</i>: Both formative and summative assessment tasks should be included. The overall assessment plan should reflect a variety of methods such as tests (include a sample), projects, self-evaluation, peer evaluation, notebooks, journals, interviews, dramatic presentations, etc. Rating scales and teacher-developed rubrics should be included where necessary. The means of evaluating students' attainment of each unit objective should be included here.</li> <li>6) <i>Instructional Aids and Resources</i>: This section offers a wide variety of good quality materials that support student learning and teacher development. It is a list of web sites, audio-visual materials, CD-ROMs, commercial games, teacher reference books, student literature and non-fiction, etc, on the topic of your unit. Publisher/distributor information, and a brief annotation should be included.</li> </ol>

#### **Assessment #4 Assessment of Student Teaching**

Elementary education students will be assessed during the student teaching experience using the program standards.

#### **Assessment #5 Impact on Student Learning: Literacy Assessment and Teaching Cycle**

<b>Program</b>	Elementary Education
<b>Assessment #</b>	5
<b>Assessment Title</b>	Literacy Assessment and Teaching Cycle
<b>Standards</b>	ACEI 1.1-C; 1.1-E; 1.1-F; 2.1; 3.1-E; 3.1-F; 3.1-G; 3.1-H; 3.2-C; 3.3-A; 3.5-A; 4.0
<b>Course</b>	C&I 209
<b>Date Developed/Revised</b>	5/09
<b>Assessment Guidelines</b>	<p><b>Collection Source:</b> Literacy Assessment and Teaching Cycle Performance-Based Assessment (C&amp;I 209)</p> <p>This assignment includes a detailed lesson plan, a pre-implementation reflection of the lesson plan design, implementation of the lesson (observed by your instructor) and a post-implementation reflection. Students also use a context-specific text and will include analysis of the text they use in the lesson. The assignment will be shared in LiveText. This assessment fulfills the Literacy Assessment and Teaching Cycle Performance-Based Assessment (PBA), which candidates are required to pass prior to student teaching. This assignment will be assessed on LiveText.</p>

#### **Assessment #6 Clinical Reflection & Clinical Assessment**

<b>Program</b>	Elementary Education
<b>Assessment #</b>	6
<b>Assessment Title</b>	Clinical Reflection & Clinical Documentation Form
<b>Standards</b>	ACEI 3.1-B; 3.2-A; 3.2-B; 3.4-C; 3.5-B; 3.5-D; 5.1
<b>Course</b>	Clinical Reflection (C&I 211). Clinical associated with C&I 211, C&I 257 and C&I 258. To be evaluated by 211 instructors on LiveText and Supervising Teacher on the Clinical Documentation Form (aka "the purple doc")
<b>Date Developed/Revised</b>	5/09
<b>Assessment Guidelines</b>	<p>The reflective paper must be submitted in LiveText and will be formally assessed using the rubric in LiveText. The paper should demonstrate scholarly habits of mind by using elementary education coursework such as research on teaching, professional ethics and other resources to reflect on: (1) how elementary students' learning is influenced by individual experiences, disabilities, prior learning and culture; (2) how the candidate promoted positive relationships, cooperation, conflict resolution, and purposeful learning; (3) how the candidate encouraged students to assume responsibility for themselves and one another, how students participated in decision-making and how students worked collaboratively and independently; (4) how the candidate presented curriculum and modeled communication strategies that helped students learn active inquiry, and; (5) how the candidate's professional decisions and actions on students, families and other professionals in the learning community.</p>