

University of Dayton
SUMMATIVE ASSESSMENT TOOL FOR MIDDLE CHILDHOOD EDUCATION
Assessment Tool*

EMS: LA Math Social Studies Science

Final Grade: _____

Candidate: _____ ID #: _____ Clinical Educator: _____

School: _____ Grade Level(s): _____ Subject Area(s): _____

Liaison: _____

Directions: Complete the Mid-Term and Final Assessment. The document is intended as an assessment. Particular areas within a standard may both be a strength and area for growth. All that apply should be noted.

Ohio Standards for the Teaching Profession

Standard 1: Middle grade teacher candidates understand young adolescent student learning and development and respect the diversity of students they teach.

(AMLE Standard 1: Young Adolescent Development)

CRITERION	UNACCEPTABLE - 1	ACCEPTABLE - 2	TARGET – 3	Mid-Term	Final
1.1 Young Adolescent Development <i>AMLE 1a</i>	Understand the importance of being knowledgeable about young adolescent development.	Demonstrate their knowledge of young adolescent development theories and research.	Understand and accurately interpret young adolescent development theories and research.	1 2 3	1 2 3
1.2 Knowledge of Students <i>AMLE 1d</i>	State their knowledge of young adolescent development.	Apply knowledge of theory and research in their practice.	Use knowledge to analyze how theory and research impacts students learning, and modify their teaching.	1 2 3	1 2 3
1.4 Diverse Development Levels <i>AMLE 1c</i>	Understand the importance of using young adolescent development when selecting instruction.	Assess the diverse developmental levels of their students.	Assess and analyze how diverse developmental levels of students will adjust their instruction.	1 2 3	1 2 3
1.5 Developmentally Appropriate Practice <i>AMLE 1c</i>	State knowledge of diverse development levels.	Use information of diverse development levels when selecting instructional strategies.	Use diverse development levels effectively when selecting instructional strategies.	1 2 3	1 2 3

Comments:

*Adapted from the "Resident Educator Reflection Tool," Ohio Department of Education and aligned with the Association for Middle Level Education Standards.

Standard 2: Middle grade teacher candidates know and understand the content area for which they have instructional responsibility. (AMLE Standard 2: Middle Level Curriculum)					
CRITERION	UNACCEPTABLE - 1	ACCEPTABLE - 2	TARGET – 3	Mid-Term	Final
2.1 Content Knowledge <i>AMLE 2a</i>	Demonstrate limited content knowledge in the subjects they teach.	Demonstrate adequate content knowledge in the subjects they teach.	Demonstrate depth and breadth of subject matter content knowledge in the subjects they teach.	1 2 3	1 2 3
2.2 Challenging Curriculum <i>AMLE 2c</i>	Recognize that curriculum should utilize context-specific strategies.	Develop content-specific strategies that teach concepts and skills.	Demonstrate use of content-specific instructional strategies that effectively teach central concepts and skills.	1 2 3	1 2 3
2.3 Middle Level Curriculum <i>AMLE 2c</i>	Candidates are aware of state, national, and common core standards for student learning.	Candidates demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning AND Use this knowledge in their teaching.	Candidates demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning AND Align instructional goals and student assessments with these standards.	1 2 3	1 2 3
2.4 Integrated Nature of Knowledge <i>AMLE 2c</i>	Recognize the importance of the interdisciplinary nature of knowledge.	Demonstrate an understanding of the interdisciplinary and integrated nature of knowledge.	Incorporate, when appropriate, instructional goals and lesson plans based upon their understanding of the interdisciplinary and integrated nature of knowledge.	1 2 3	1 2 3
2.5 Authentic Connections <i>AMLE 2c</i>	Recognize that connections are important.	Teach in ways that enable young adolescents to make connections.	Teach in ways that make authentic and meaningful connections among subject areas and their interests.	1 2 3	1 2 3
<i>Comments:</i>					

Standard 3: Middle grade teacher candidates understand and use varied assessments to inform instruction, evaluate and ensure student learning. (AMLE Standard 2: Middle Level Curriculum and Standard 4: Middle Level Instruction and Assessment)					
CRITERION	UNACCEPTABLE - 1	ACCEPTABLE - 2	TARGET – 3	Mid-term	Final
3.2 Varied Assessments <i>AMLE 4c</i>	Recognize the importance of varied assessments.	Select and create some variety in assessments.	Select and create a variety of formative and summative assessments.	1 2 3	1 2 3
3.3 Assessment of Students' Needs <i>AMLE 2b</i>	Recognize the importance of using data and assessment strategies.	Demonstrate their ability to use data and assessment strategies to inform their instruction.	Demonstrate their ability to analyze data and assess the needs of their students to inform their instruction.	1 2 3	1 2 3
3.5 Student Involvement AMLE 4c, 4d	Recognize the importance of formative and summative assessment in effective instruction.	Create formative and summative assessments.	Collaborate with students and colleagues to create a variety of formative and summative assessments.	1 2 3	1 2 3
<i>Comments:</i>					

Standard 4: Middle grade teacher candidates plan and deliver instruction that advances the learning of each individual young adolescent student. (AMLE Standard 4: Middle Level Instruction and Assessment)					
CRITERION	UNACCEPTABLE - 1	ACCEPTABLE - 2	TARGET – 3	Mid-term	Final
4.1 Developmentally Responsive Learning Experiences <i>AMLE 4b</i>	Understand the importance of creating learning experiences that are developmentally responsive and aligns with content standards.	Create challenging and developmentally responsive learning experiences aligned with appropriate content standards.	Create challenging, culturally sensitive, and developmentally responsive learning experiences aligned with appropriate content standards.	1 2 3	1 2 3
4.2 Teaching & Assessment Strategies <i>AMLE 4c</i>	Can articulate a variety of content specific teaching and assessment strategies.	Demonstrate their knowledge of content specific teaching and assessment strategies AND Use them successfully in their teaching.	Demonstrate their knowledge of content specific teaching and assessment strategies, AND Use a wide variety of them in their teaching, and modify their use based on the unique learning needs of their students.	1 2 3	1 2 3
4.5 Differentiation <i>AMLE 4a</i>	Teach to the whole group.	Recognize the various learning needs of their students.	Modify lessons based on unique learning needs of their students.	1 2 3	1 2 3
4.6 Self Discovery <i>AMLE 4d</i>	Recognize that activities should develop independent learners.	Provide creative, open-ended learning opportunities for students.	Facilitate learning by using methods that promote discovery and self-directive learning	1 2 3	1 2 3
4.7 Resource, including Technology, & Motivation <i>AMLE 4d</i>	Understand the importance of using technology to motivate young adolescents.	Demonstrate their ability to motivate young adolescents by using a variety of materials and resources, including some use of technology.	Utilize a wide variety of developmentally responsive materials and resources, including technology, in order to the impact motivation and learning.	1 2 3	1 2 3
<i>Comments:</i>					

Standard 5: Middle grade teacher candidates create learning environments that promote high levels of learning and achievement for all students. (AMLE Standard 3: Middle Level Philosophy and School Organization & Standard 4: Middle Level Instruction and Assessment)					
CRITERION	UNACCEPTABLE - 1	ACCEPTABLE - 2	TARGET – 3	Mid-term	Final
5.1 Respectful Environment <i>AMLE 1b, 4b</i>	Understanding the importance of creating a respectful learning environment.	Demonstrate their ability to create a caring and respectful classroom environment.	Demonstrate their ability to create a dynamic environment that celebrates diversity.	1 2 3	1 2 3
5.2 Supportive Learning Environments <i>AMLE 1b, 4b</i>	Understand the importance of creating and maintaining safe learning environments.	Maintain a supportive learning environment that promotes the healthy development of young adolescents.	Create and maintain safe and supportive learning environments that promote the healthy development of all young adolescents.	1 2 3	1 2 3
5.5 Developmentally Responsive Practices <i>AMLE 3a, 3b</i>	Can describe developmentally appropriate practices.	Demonstrate and understanding of the rationale for developmentally responsive practices.	Demonstrate an understanding of and can articulate the rationale for developmentally responsive and socially equitable practices.	1 2 3	1 2 3
<i>Comments:</i>					

Standard 6: Middle grade teacher candidates collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning. (AMLE Standard 5: Middle Level Professional Roles)					
CRITERION	UNACCEPTABLE - 1	ACCEPTABLE - 2	TARGET – 3	Mid-term	Final
6.2 Collaboration with Families. <i>AMLE 5c</i>	Recognize the importance of working with family members.	Can articulate the knowledge base related to working collaboratively with family members.	Value family diversity and cultural backgrounds AND Capitalizes on those assets in their teaching by collaborating with family members.	1 2 3	1 2 3
6.3 Collaboration with Professionals <i>AMLE 5a</i>	Can articulate the importance of collaborative processes such as teaming.	Participate as members of student support systems.	Initiate opportunities to collaborate with other professionals in ways that support and strengthen teaming practices and collaborative processes.	1 2 3	1 2 3
6.4 Collaboration with Community <i>AMLE 5c</i>	Recognize that partnerships with the local community are important.	Collaborate with local community.	Build partnerships with local community in response to student needs.	1 2 3	1 2 3
<i>Comments:</i>					

Standard 7: Middle grade teacher candidates assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community. (AMLE Standard 5: Middle Level Professional Roles)					
CRITERION	UNACCEPTABLE - 1	ACCEPTABLE - 2	TARGET – 3	Mid-term	Final
7.1 Ethical Behaviors <i>AMLE 5d</i>	Can articulate the importance of ethical behavior and professional competence.	Recognize the impact of their behaviors on young adolescents.	Take responsibility for modeling appropriate ethical behaviors and high levels of professional competence.	1 2 3	1 2 3
7.2 Professional Development Needs <i>AMLE 5d</i>	Recognize the importance of professional development opportunities.	Engage in professional development opportunities that extend their knowledge and skills.	Self-assess their professional development needs and take initiatives to seek out and participate in opportunities that address them.	1 2 3	1 2 3
7.3 Advocacy for Young Adolescents <i>AMLE 5b</i>	Recognize the need for advocating for young adolescents and middle level education.	Advocate for young adolescents and middle level education.	Understand the importance of, and advocate for, young adolescents and middle level education in a variety of settings.	1 2 3	1 2 3
<i>Comments:</i>					