

CTE340 & CTE350

Performance-Based Final Exam

Due on April 30, 2022, 12:00 noon

Learn.

Ask.

Apply.

Reflect.

Introduction

This semester, you have learned to plan standards-based instruction and valid and reliable assessments in CTE340 and CTE350. The combined CTE340 and CTE350 final exam involves applying skills and knowledge learned in class. This performance-based final exam aims to challenge you to think critically and creatively as you design an instructional and assessment plan for a CTE course. This course's performance-based final exam is aligned with InTASC standards.

CTE340 is aligned with InTASC standard #7 - Planning for Instruction. Performance, essential knowledge, and critical dispositions related to CTE340 are:

Performances

1. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, and materials to differentiate instruction for individuals and groups of learners.
2. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skills.

Essential Knowledge

1. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to those strengths and needs.

Critical Dispositions

1. The teacher respects learners' diverse strengths and needs, and is committed to using this information to plan effective instruction.
2. The teacher believes that plans must be open to adjustment and revision based on learner needs and changing circumstances.

CTE350 is aligned with InTASC Standard #6 Assessment. InTASC performances, essential knowledge, and critical dispositions related to CTE350 are:

Performances

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

Essential Knowledge

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

Critical Dispositions

1. The teacher takes responsibility for aligning instruction and assessment with learning goals.
2. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

Part I: Skill-Based Exam: 100 Points

Important: Assess your work prior to submission using the rubric found at the end of this document. Make the necessary revision to your work to meet the desired score.

Instruction

1. Unit Plan. create a CTE course unit plan that follows the Understanding by Design (UbD) mode using the [unit plan template](#). Ensure to respond to each prompt articulated in the unit plan template.
2. Lesson Plan. Design a minimum of three lesson plans for your CTE unit.
 - a. Format. Use Danielson's template. Address all items and components of the template.
 - b. Lesson Objectives. Your learning objectives should demonstrate a progression of learning attainment from lower-level moving up to a higher level of Bloom's Taxonomy of educational outcomes.
 - c. Instructional Strategies. Vary your instructional strategies for each lesson.
 - d. If you choose to use the lesson plan used for microteaching, tweak the said lesson plan to meet requirement (b).
3. Unit Assessment Plan. Design a two-part assessment plan for the unit. The first part is performance-based, and the second part is a pencil-and-paper assessment.
 - a. Performance-based/Authentic Assessment. Design a valid performance-based assessment that aligns with the goals and objectives of your CTE unit plan. Write your performance-based assessment following the [GRASP](#) model and develop the corresponding scoring rubric following the principles of writing rubrics learned in class. Write your unit performance-based assessment plan on a separate Google Doc linked to your CTE Unit Plan.
 - b. Summative Pencil-and-Paper Exam. Using a Google Doc labeled *Pencil-and-Paper Exam*, linked to your CTE Unit Plan, do the following:
 - i. Multiple-Choice Test. Develop a valid 10-point multiple-choice test for your CTE unit. Create an answer key on page two of your pencil-and-paper test document by copying and pasting the test

texts and highlighting the answers. Identify the unit plan learning objective that the test item is aligned with and the level of Bloom it addresses in your answer key.

- ii. Essay Test. Develop one essay test question in the higher-level of Bloom's Taxonomy and the corresponding scoring rubric.

Important: Pencil-and-paper test must address all levels of Bloom.

Part II: Reflection: 100 Points

Important: Using the reflection rubric provided, assess your paper before submitting.

This reflection activity aims to provide you with an opportunity to reflect on the knowledge, skills, and critical dispositions you have developed, your learning processes, and your plans for future professional growth and development.

Write a reflective essay following the standards described below.

1. Format and Expectations: Number of words: minimum of 1,000 words using the first-person point of view. Include an APA Reference Page.
2. Use the following prompts to help you focus your reflection.

Paragraph 1: Articulate your *teaching philosophy*

- Why are you teaching, or why do you want to become a teacher?
- What kind of teacher do you intend to become?
- In what ways are your intentions and actions aligned?
- How should you teach?
- What is your degree of willingness to grow and improve?

Paragraph 2: *Description of Learning Experience and Discussion of Learning Outcomes.*

Describe your learning in CTE340 and CTE350 and from the microteaching experience.

CTE340: Discuss the four dimensions of student and cultural diversity: language, gender, and exceptionalities. How do they impact classroom teaching and learning? Weave specific facts, principles, concepts learned in this course, and your micro- or teaching experience into your answer.

CTE350: Discuss the quality assessment and grading principles learned in CTE350. Weave specific facts, principles, and concepts learned in this course and your micro- or teaching experience into your answer.

Paragraph 3: *Reflect and Analyze.* To what extent did you achieve the INTASC standards 6 and 7? What was the most transformative idea or ideas you have learned in CTE340 and CTE350? Explain why. How has your perspective or understanding of teaching been changed, challenged, reinforced, or deepened due to these transformative ideas? What worked well for you this term? What did not work? How do you account for your success or difficulty in completing the performance-based exam?

What one thing have you discovered about yourself as a result of completing this performance-based final exam?

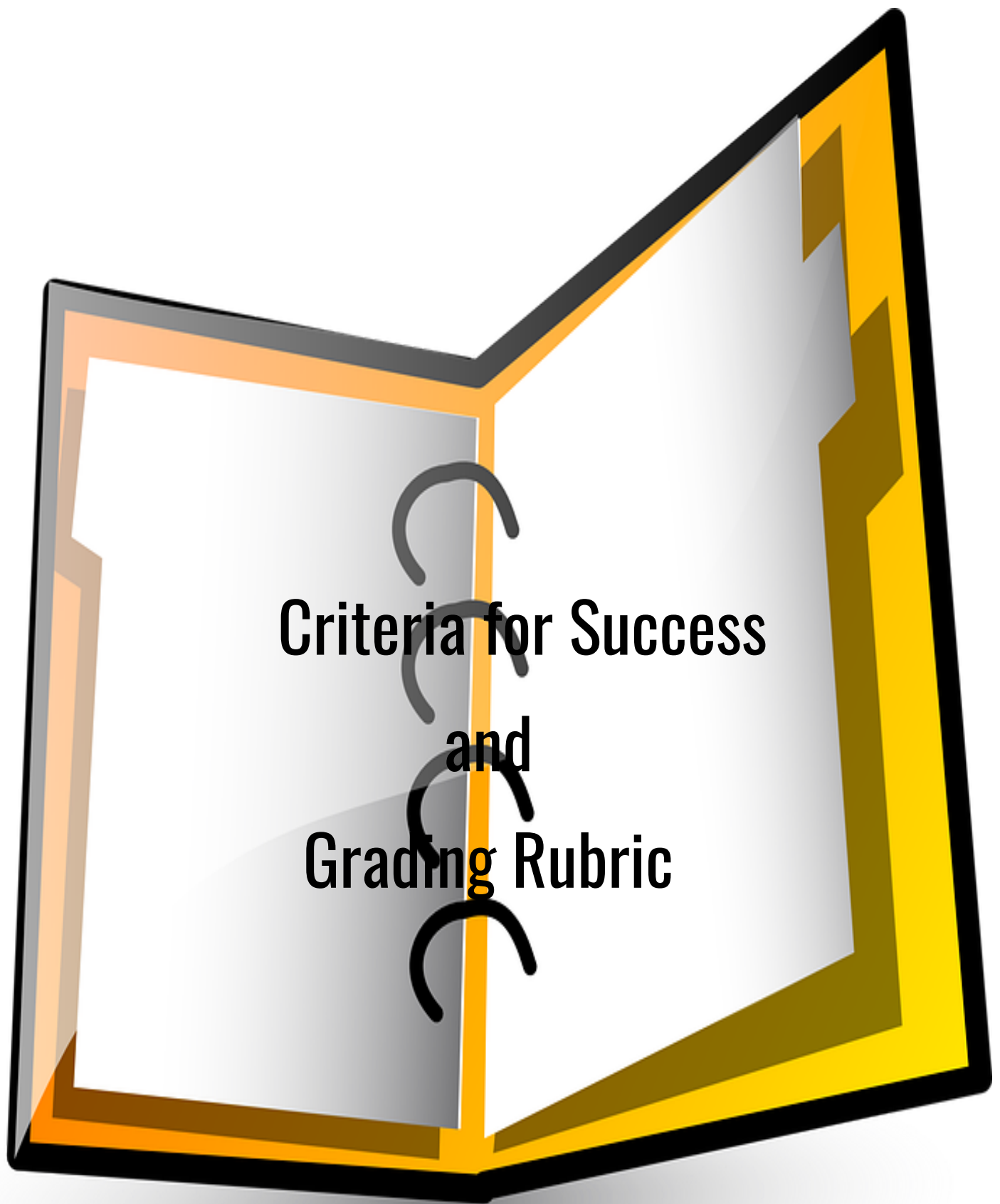
Paragraph 4: *Conceptualize and Apply*. Conceptualize and Apply. Discuss why your experience in this course and completing this performance-based test went as it did. What would you do differently in your future CTE courses? If currently teaching, what improvements would you implement in your practice? Explain why. For others, what teaching principles stick to you that will help you in your future practice. Explain why.

 CTE340/350_Reflection_RagatR

Part III: BSCTE Portfolio (100 Points)

1. Create a combined page for CTE340 and CTE350.
2. Create a page for Professional Growth and Development
3. Create subsections for the CTE340/CTE350 page. Label each subsection as follows:
 - a. Reflection
 - b. Unit Plan
 - c. Lesson Plan 1
 - d. Lesson Plan 2
 - e. Lesson Plan 3
 - f. Performance-Based Assessment/GRASP and Rubric
 - g. Pencil-and-Paper Exams and Scoring Rubric
4. Upload your document to each subsection.
5. Personalize your BSCTE portfolio
6. Share your BSCTE Portfolio with me.

[BSCTE Student Portfolio](#)



**Criteria for Success
and
Grading Rubric**

Part I: Scoring Rubric for Skill-based Assessment

| Criteria | Exceeds Expectations 5 | Meets Expectations 4 | Functional 3 | Does not Meet Expectations 2-0 Re-Do | Points |
|--|--|--|---|---|----------|
| The Unit Plan | | | | | |
| The Unit Plan is complete, accurate, and a showcase artifact | <p>All components of the unit plan were addressed, if applicable. Answers are written in complete statements and accurate. Excellent quality in presentation and form.</p> <p>And</p> <p>Developed without intervention or assistance from the instructor.</p> | <p>All components of the unit plan were addressed, if applicable. Answers are written in complete statements and accurate. Excellent quality in presentation and form.</p> <p>But,</p> <p>Developed with intervention or assistance from the instructor.</p> | <p>There are minor components of the unit plan that were not addressed.</p> <p>Or</p> <p>Answers are abbreviated but accurate.</p> <p>Or</p> <p>Quality of presentation and form could be better.</p> | <p>There are major components of the unit plan that were not addressed or inaccurate.</p> <p>Or</p> <p>Student's work show little to no understanding of principles and concepts learned in CTE340 and CTE350.</p> <p>Or</p> <p>Student's work shows little to no effort in completing the Unit Plan.</p> | 5 |
| Overview of the Unit | <p>The overview provides a clear and accurate synopsis of the unit of study. The overview describes the main concept of the unit; includes important facts and principles, with details written in a logical manner.</p> <p>And</p> <p>Developed without assistance from the</p> | <p>The overview provides a clear and accurate synopsis of the unit of study. The overview describes the main concept of the unit; includes important facts and principles, with details written in a logical manner.</p> <p>But,</p> <p>Developed with intervention or assistance from the</p> | <p>The overview provides a clear and accurate synopsis of the unit of study.</p> <p>But,</p> <p>Unit plan overview was written in an abbreviated manner.</p> | <p>Student's work shows little to no effort in writing the unit plan overview.</p> | 5 |

| | | | | | |
|-------------------------|--|---|--|---|---|
| | instructor. | instructor. | | | |
| Essentials Questions | <p>Three essential questions were posed. EQs are thought-provoking, foster inquiry, meaning-making, and transfer of knowledge and skills.</p> <p>And</p> <p>It is evident that the student took the extra step to learn more about <i>Essential Questions</i>.</p> <p>And</p> <p>Developed without assistance from the instructor.</p> | <p>Two essential questions were posed. EQs are thought-provoking, foster inquiry, meaning-making, and transfer of knowledge and skills.</p> <p>But,</p> <p>Developed with intervention or assistance from the instructor.</p> | <p>Two essential questions were posed, but missed the mark in terms of thought-provoking, meaning-making, or transfer of knowledge and skills.</p> | <p>Student's work shows little to no effort in writing the unit plan essential questions.</p> | 4 |
| Understanding Statement | <p>The <i>Understanding Statement</i> is clear, concise, and accurate.</p> <p>And</p> <p>It is evident that the student took the extra step to learn more about writing <i>Understanding</i> statements of UbD unit plan.</p> <p>And</p> <p>Developed without assistance from the instructor.</p> | <p>The <i>Understanding Statement</i> is clear, concise, and accurate.</p> <p>And</p> <p>It is evident that the student took the extra step to learn more about writing <i>Understanding</i> statements of UbD unit plan.</p> <p>But,</p> <p>Developed with assistance or intervention from the instructor.</p> | <p>The <i>Understanding Statement</i> is clear, concise, and accurate.</p> | <p>Student's work shows little to no effort in writing the unit plan understanding statement.</p> | 5 |
| | | | | | |

| | | | | | |
|------------------------------|---|---|---|--|---|
| Knowledge & Skills Statement | <p>Facts, concepts, and skills students need to acquire are clearly articulated and aligned with the unit plan standards and goals.</p> <p>And It is evident that the student took the extra step to learn more about writing <i>Knowledge and Skills</i> statements of a UbD unit plan.</p> <p>And Developed without assistance from the instructor.</p> | <p>Facts, concepts, and skills students need to acquire are clearly articulated and aligned with the unit plan standards and goals.</p> <p>But, Developed with intervention or assistance from the instructor.</p> | <p>Basic <i>Knowledge and Skills Statement</i> is provided and is aligned with the unit plan standards and goals.</p> <p>Or Issues found in <i>Knowledge and Skill Statement</i></p> | <p>Student's work shows little to no effort in writing <i>Knowledge and Skills Statement</i></p> <p>Or, Student's work shows little to no understanding of principles and concepts learned in CTE340</p> | 5 |
| | | | | | |
| The Unit Learning Plans | <p>The learning plan demonstrates progression of learning in Bloom's taxonomy of educational outcomes. The learning plans clearly aimed to move students to different levels of cognitive development.</p> <p>And Developed without assistance from the instructor.</p> | <p>The learning plan demonstrates progression of learning in Bloom's taxonomy of educational outcomes. The learning plans clearly aimed to move students to a higher level of cognitive development.</p> <p>But, Developed with intervention or assistance from the instructor.</p> | <p>The learning plan demonstrates progression of learning in Bloom's taxonomy of educational outcomes.</p> <p>But, The learning plan does not move students to a higher level of cognitive development.</p> | <p>Student's work shows little to no understanding of principles and concepts learned in CTE340</p> | 5 |
| | | | | | |

| | | | | | |
|--|--|--|---|---|---|
| Lesson Plans | | | | | |
| The Lesson Plans are complete, accurate, and a showcase artifact | <p>All three lesson plans are comprehensive, accurate, and well-developed <i>with script for the sub included</i>. Any sub will be able to execute them successfully.</p> <p>And Developed all three lesson plans without intervention or assistance from the instructor.</p> | <p>All three lesson plans are comprehensive, accurate, and well-developed.</p> <p>And Developed without intervention from the instructor.</p> | Issues found in lesson plans, i.e., lack of comprehensiveness, inaccurate, or illogically written, or not well-developed. | <p>Student's work shows little to no understanding of lesson planning principles and concepts learned in CTE340.</p> <p>Or, Student's work shows little or no effort.</p> | 5 |
| Interdisciplinary Connections | <p>Includes clear descriptions of how the lesson is connected to other disciplines. This characteristic is reflected in all three lesson plans</p> <p>And It is evident that the student took the extra step to learn more about writing <i>Interdisciplinary Connections</i> in lesson planning.</p> <p>And Developed without assistance from the instructor.</p> | <p>The student is able to connect the lesson with other general education disciplines. This characteristic is reflected in all three lesson plans.</p> <p>And Developed with assistance or intervention from the instructor.</p> | Interdisciplinary connection is attempted, but issues are found. | Interdisciplinary connection is not evident in any of the lesson plans. | 5 |
| | | | | | |

| | | | | | |
|------------------------------|---|---|--|--|---|
| Contextual Class Information | <p>Contextual information provided clearly shows that the student took the extra step to research and learn more about his/her students.</p> <p>And These characteristics are reflected in all three lesson plans</p> <p>And Developed without intervention or assistance from the instructor.</p> | <p>Basic contextual information provided in all lesson plans.</p> <p>And Developed without intervention or assistance from the instructor.</p> | <p>Basic contextual information in all lesson plans provided with help or assistance from the instructor.</p> | <p>Student's work shows little to no understanding of <i>Contextual Class</i> information principles and concepts learned in CTE340.</p> | 5 |
| Learning Objectives | <p>Learning objectives identified in all (three) lesson plans; LO are aligned with the national and/or professional standards and the Unit Plan. LOs are clearly stated using specific, observable, and measurable verbs. LOs relate to meaningful skill/s and/or concepts essential to student learning.</p> <p>And Developed without assistance from the instructor.</p> | <p>Learning objectives identified in all (three) lesson plans; LO are aligned with the national and/or professional standards and the Unit Plan. LOs are clearly stated using specific, observable, and measurable verbs. LOs relate to meaningful skill/s and/or concepts essential to student learning.</p> <p>But, Developed with assistance or intervention from the instructor.</p> | <p>Learning objectives identified in all (three) lesson plans; LO are aligned with the national and/or professional standards and the Unit Plan. LOs are clearly stated using specific, observable, and measurable verbs. LOs relate to meaningful skill/s and/or concepts essential to student learning.</p> <p>But, Minor issues found.</p> | <p>Student's work shows little to no understanding of principles of <i>writing learning objectives</i> learned in CTE340.</p> | 5 |
| | | | | | |

| | | | | | |
|--------------------------------|---|---|--|--|---|
| Lesson Plan Assessment | <p>Lesson assessment plans clearly describe the formative and summative assessments that will be used. All prompts are meticulously addressed. Formative and summative assessment plan present in all lesson plans.</p> <p>And Developed without assistance from the instructor.</p> | <p>Lesson assessment plans clearly describe the formative and summative assessments that will be used. All prompts are meticulously addressed. Formative and summative assessment plan present in all lesson plans.</p> <p>But Developed with intervention from the instructor.</p> | <p>Lesson assessment plans clearly describe the formative and summative assessments that will be used.</p> <p>But, Minor issues are found.</p> | <p>Student's work shows little to no understanding of principles of <i>writing assessments learned</i> in CTE340 and CTE350.</p> | 5 |
| Academic Language | <p>Academic language students are expected to utilize at the end of the lesson clearly articulated. All prompts are meticulously addressed.</p> <p>And These characteristics are reflected in all three lesson plans</p> <p>And Developed without assistance from the instructor.</p> | <p>Academic language students are expected to utilize at the end of the lesson clearly articulated. All prompts are meticulously addressed.</p> <p>But, Developed with intervention or assistance from the instructor.</p> | <p>Academic language students are expected to utilize at the end of the lesson. Prompts are addressed.</p> <p>But, Minor issues are found.</p> | <p>The <i>Academic Language</i> plan lacks substance.</p> | 5 |
| Grouping or Team Work Strategy | <p>A clear description on how students will be grouped or team up to facilitate learning is provided; includes the rationale behind the grouping strategy</p> <p>And</p> | <p>A clear description on how students will be grouped or team up to facilitate learning is provided; includes the rationale behind the grouping strategy</p> <p>And</p> | <p>Basic grouping or teamwork strategy addressed in all lesson plans/</p> <p>But Minor issues found</p> | <p>No grouping strategy is used.</p> | 3 |

| | | | | | |
|------------------------------|--|--|---|--|---|
| | <p>These characteristics are reflected in all three lesson plans</p> <p>And Developed without assistance from the instructor.</p> | <p>These characteristics are reflected in all three lesson plans</p> <p>But Developed with intervention from the instructor.</p> | | | |
| Relevance & Anticipatory Set | <p>This section of lesson plans is carefully crafted. All prompts are addressed.</p> <p>And These characteristics are reflected in all three lesson plans.</p> <p>And Developed without assistance from the instructor.</p> | <p>This section of lesson plans is carefully crafted. All prompts are addressed.</p> <p>And These characteristics are reflected in all three lesson plans</p> <p>But, Developed with intervention or assistance from the instructor.</p> | <p>This section of lesson plans are crafted; reflected in all lesson plans.</p> <p>But, Minor issues found.</p> | <p>Student's work shows little to no understanding of the principles of <i>Focusing Attention</i>.</p> | 5 |
| Lesson Procedures | <p>The lesson procedures are carefully and logically written, scripts included, and in a way that any sub can execute them successfully. All prompts are addressed.</p> <p>And These characteristics are evident in all three lesson plans.</p> <p>And Developed without assistance from the instructor.</p> | <p>The lesson procedures are carefully and logically written, scripts included, and in a way that any sub can execute them successfully. All prompts are addressed.</p> <p>But, Developed with intervention or assistance from the instructor.</p> | <p>The lesson procedures are written. All prompts are addressed.</p> <p>But, Minor issues found.</p> | <p>Lesson procedures are incoherent and illogical. It will be difficult for anyone to follow them.</p> | 5 |

| | | | | | |
|-----------------------------------|---|---|---|---|---|
| Instructional Strategy | <p>The author clearly describes how students will explore the new concept/skill, and how the instructor will execute guided and independent practice. It is evident that the student took the extra step to learn more about instructional strategy.</p> <p>And These characteristics are evident in all three lesson plans.</p> <p>And Developed without assistance from the instructor.</p> | <p>The author clearly describes how students will explore the new concept/skill, and how the instructor will execute guided and independent practice.</p> <p>But, Developed with intervention from the instructor.</p> | <p>Two instructional strategies are described in the lesson plan.</p> <p>Or There are minor issues found.</p> | <p>Student's work shows little to no understanding of the principles of <i>Instructional Strategy</i>.</p> | 5 |
| Differentiation and Accommodation | <p>Appropriate differentiation and accommodation methods are carefully crafted. All prompts are addressed.</p> <p>And These characteristics are evident in all three lesson plans.</p> <p>And Developed without assistance from the instructor.</p> | <p>Appropriate differentiation and accommodation methods are carefully crafted. All prompts are addressed.</p> <p>And These characteristics are evident in all three lesson plans.</p> <p>But, Developed with intervention or assistance from the instructor.</p> | <p>Appropriate differentiation and accommodation methods are provided.</p> <p>Or, Minor issues are found.</p> | <p>Student's work shows little to no understanding of the principles of <i>differentiation and accommodation</i>.</p> | 5 |
| Closure | <p>The closure method is carefully crafted and addresses all prompts.</p> <p>And</p> | <p>The closure method is carefully crafted and addresses all prompts.</p> <p>And This characteristic is</p> | <p>The closure method is provided.</p> <p>But, Minor issues are found.</p> | <p>Student's work shows little to no understanding of the <i>Closure</i> method.</p> | 5 |

| | | | | | |
|--|--|--|--|---|---|
| | <p>This characteristic is evident in all three lesson plans.</p> <p>And Developed without assistance from the instructor.</p> | <p>evident in all three lesson plans.</p> <p>But, Developed with intervention from the instructor.</p> | | | |
| Anticipated difficulties | <p>All prompts addressed; in-depth response provided.</p> <p>And These characteristics are evident in all three lesson plans.</p> <p>And Developed without assistance from the instructor.</p> | <p>All prompts address; in-depth response provided.</p> <p>And These characteristics are evident in all three lesson plans.</p> <p>But, Developed with intervention from the instructor.</p> | <p>All prompts addressed.</p> <p>But, Minor issues found.</p> | Did not provide any response. | 5 |
| The Unit Performance-Based Assessment/ GRASP Plan | <p>The unit performance-based assessment plan is valid - aligns with the standards, goals and objectives of the unit plan.</p> <p>And The elements of GRASP are clearly defined in a narrative format.</p> <p>And Developed without assistance from the instructor</p> | <p>The unit performance-based assessment plan is valid - aligns with the goals and objectives of the unit plan.</p> <p>And The elements of GRASP are clearly defined in a narrative format.</p> <p>But, Developed with assistance or intervention from the instructor.</p> | <p>The unit performance-based assessment plan is provided. The elements of GRASP are written in bullet points.</p> <p>But, Minor issues are found.</p> | Student's work shows little to no understanding of writing a Performance-Based Assessment Plan. | 5 |
| Unit Plan Performance-Based Assessment Rubric | <p>The performance-based rubric is valid - criteria are aligned with goals, standards of the unit plan.</p> | <p>The performance-based rubric is valid - criteria are aligned with goals, standards of the unit plan.</p> | <p>The performance-based rubric is provided.</p> <p>But Minor issues found.</p> | Student's work shows little to no understanding of the principles of writing | 5 |

| | | | | | |
|-----------------------------------|--|---|--|---|----------|
| | <p>The gradation of ratings are distinctive which allows students to identify different levels of quality. Expected performance and quality of performance are explicitly described. Uses the interval grading system</p> <p>And, Developed without assistance from the instructor.</p> | <p>The gradation of ratings are distinctive which allows students to identify different levels of quality. Expected performance and quality of performance are explicitly described. Uses the interval grading system</p> <p>But Developed with the assistance or intervention from the instructor.</p> | | Performance-Based Assessment Rubric. | |
| Unit Pencil-and-Paper Exam | | | | | |
| Multiple-choice test | <p>The MC test items are valid - align with the unit plan learning goals and objectives. The MC test items are clear and written using a positive statement. The questions do not give away the correct answer. Qualifiers are emphasized. Answer choices are plausible. Answer choices are parallel in grammar and length.</p> <p>And Developed without assistance from the instructor.</p> | <p>The MC test items are valid - align with the unit plan learning goals and objectives. The MC test items are clear and written using a positive statement. The questions do not give away the correct answer. Qualifiers are emphasized. Answer choices are plausible. Answer choices are parallel in grammar and length.</p> <p>But Developed with assistance or intervention from the instructor.</p> | Minor issues found in the MC test items. | Student's work shows little to no understanding of the principles of writing multiple-choice exams. | 3 |
| MC Answer Key | Included in the answer key are: the unit plan learning objective that the | | | Did not follow instructions. | 5 |

| | | | | | |
|-----------------------------|---|---|---|--|---|
| | <p>test item is aligned and the level of Bloom</p> <p>And Developed without assistance from the instructor.</p> | | | | |
| Essay Test | <p><i>The essay test item possess the following characteristics:</i></p> <p>The essay question is valid - aligns with the unit learning goals and objectives.</p> <p>The essay question and the nature of the response are very clear.</p> <p>The essay question promotes higher order thinking skills and not a mere elaborate recall question.</p> <p>And Developed without assistance from the instructor.</p> | <p><i>The essay test item possess the following characteristics:</i></p> <p>Essay question and the nature of the response is very clear.</p> <p>The essay question promotes higher order thinking skills and not a mere elaborate recall question.</p> <p>But, Developed with assistance or intervention from the instructor.</p> | Minor issues found. | Student's work shows little to no understanding of the principles of writing essay test items. | 5 |
| Essay Scoring Rubric/Rating | <p><i>The essay scoring rubric possess the following characteristics:</i></p> <p>The gradation of ratings are distinctive which allows students to identify different levels of quality.</p> <p>Expected performance and quality of performance are explicitly described.</p> | <p><i>The essay scoring rubric possess the following characteristics:</i></p> <p>The gradation of ratings are distinctive which allows students to identify different levels of quality.</p> <p>Expected performance and quality of performance are explicitly described.</p> | Minor issues found in the essay scoring rubric. | Student's work shows little to no understanding of the principles of writing essay scoring rubric. | 5 |

| | | | | | |
|--|---|---|--|--|---------------------|
| | Uses the interval grading system. And Developed without assistance from the instructor | Uses the interval grading system. But, Developed with the assistance or intervention from the instructor. | | | |
| | | | | | 120/125 = Points |

Part II: Scoring Rubric for Reflection

| | Exceeds Expectations 5 | Meets Expectations 4 | Functional 3 | Does Not Meet Expectations 2 Re-Do | Points |
|---------------------------------------|---|---|---|---|----------------------------|
| Content & Focus | Reflection addresses prompts thoroughly and exceptionally well. | Reflection addresses prompts adequately.. | Reflection misses some important items or elements. | Reflection paper shows little or no effort. | 4 |
| Synthesis of Learning | The student made an exceptional job weaving into the reflection teaching experience, specific facts, principles, concepts, learned in CTE340 and CTE350 | Substantial use in the reflection of examples and specifics from teaching or microteaching, principles, concepts, and facts learned in CTE340 and CTE350. | Some use of examples and specifics from teaching or micro teaching class readings and discussions | Extremely limited use of examples from teaching or microteaching, class readings and discussions. | 5 |
| Reflection Development & Presentation | Thoughts and ideas are exceptionally well developed; smooth transitions and sophisticated presentation. | Ideas are well developed with transitions and a structured presentation | Ideas and thoughts are coherent, but, paragraphing and structure are faulty. | Reflection is not coherent, showing little development of or relationship among ideas. | 5 |
| | | | | | <u>14</u> / 15 = Points |

Part III: BSCTE Portfolio

| Criteria | Meets Expectations 3 | Functional 2 | Unsatisfactory Re-do 1 |
|-------------------------------------|---|--------------------|------------------------------|
| Combined CTE340 & CTE350 page | The combined page is evident. | N/A | Did not follow instruction |
| Subsections | The required 7 subsections are evident. | | Did not follow instruction |
| Artifacts | The required artifacts uploaded in appropriate subsection. | | Did not follow instruction |
| Professional Standard of Appearance | <p>No spelling or grammatical errors; well-organized; and</p> <p>Presentation piques the reader's interest, and</p> <p>Instructions followed to a "T", and</p> <p>Demonstrates a commitment to quality and professional standards</p> | Minor issues found | Major issues found |
| | | Total | <u>12</u> /12 = Points |