

SECTION II— LIST OF ASSESSMENTS

In this section, list the 7 assessments that are being submitted as evidence for meeting the MDE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

Type and Number of Assessment¹	Type or Form of Assessment²	When the Assessment Is Administered³
1 Licensure assessment, or other content-based assessment	Michigan Test for Teacher Certification (MTTC) Basic Skills AND Communication Arts content.	For admission to Teacher Preparation Program, candidate must pass MTTC Basic Skills exam. At completion of program, candidate must pass content test prior to state certification.
2 Assessment of content knowledge in Communication Arts Core content courses	COMM 450 Communication in the Classroom, mid-term and final reflection COMM 475 Professional Presentations (3cr), self-analysis and final speech evaluation	Final grade at the conclusion of course. Final grade at the conclusion of course.
3 Assessment of candidate ability to plan instruction	COMM 450 Communication in the Classroom (SED Lesson Plan template used for 3 lessons and rubrics used for evaluation of 3 lessons and video evaluation of 2 of lessons) EDTE 408 Principles of Teaching and Learning Micro Teaching Assessment Rubric and Portfolio rubrics	Final grade at the conclusion of course. Scoring guide used with final project.
4 Assessment of student teaching	EDTE 488 Student Teaching: Elementary: Mid-Term & Summative Evaluation Rubrics COMM 450 Communication in the Classroom Based on K-12 Communication Curriculum (Speaking, Listening and Media Literacy) from National	Mid-term formative eval at mid-point of student teaching. Final and summative eval at conclusion of student teaching Final grade including Observation with instruments and MDE Standards and Mini-lessons.

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

Type and Number of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³
	Communication Association students choose a topic and develop a lesson using SED lesson plan template aligning standards and guidelines to demonstrate content competence	During the course and in final grade at conclusion of the course
5 Assessment of candidate effect on student learning	EDTE 487 Student Teaching Seminar: Impact on K-12 Student Learning Rubric EDTE 488 Student Teaching: Elementary: Mid-Term & Summative Evaluation Rubrics	Final grade at the conclusion of course. Mentor assessment: mid-term formative eval at mid-point of student teaching. Final and summative eval at conclusion of student teaching
6 Additional assessment that addresses SPA standards (required) Professional Development	EDTE 165 Philosophical and Social Foundations of Education Dispositions assessments EDTE 408 Principles of Teaching and Learning Professionalism continued	Mid-term formative self-evaluation which is not retained and professor's summative evaluation at the conclusion of course which is retained in student's file. Another is recorded at the conclusion of EDTE408. A collaborative faculty summative evaluation occurs at some juncture. Portfolios are begun EDTE 165 and completed in EDTE 408 and submitted with applications into the program. Interviews of professional teachers are used in EDTE 408 to develop the candidate's self-awareness, critical thinking skills, and professionalism. Professional Development is interwoven throughout the program and especially in Professional Days which are offered prior to the opening of school each fall.
7 Additional assessment that addresses SPA standards Professional Expectations Evaluation in Content Area	Professional Expectations Evaluation Form used in: COMM 480 Communicating for Community which is the Capstone course of the program During COMM 230 student is introduced to professionalism and then in COMM 480, Self-evaluation by student, and by teacher and by faculty as a whole	Final grade on completion of course
8 Additional assessment that addresses SPA standards done by SED	Follow-up studies of alumni achievements and satisfaction and employer evaluations	Surveys are made two years and four years after program completion for alumni; and two years afterwards for employers.