

NSTA Content Area Assessment (Final Evaluation) (preview)

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Students must earn a 3 or higher on each standard in order to successfully complete this critical performance.

Check Performance Levels Type in Points

Element	Levels of Performance						
1. Student's Name:							
2. Cooperating District:							
3. Cooperating School:							
4. Cooperating Teacher(s):							
5. University Supervisor:							
6. Content: Candidates <ul style="list-style-type: none"> understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association; understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards; understand and can successfully convey to students important personal and technological applications of science in their fields of licensure understand research and can successfully design, conduct, report evaluate investigations 	Well Above the Standard(5): Student demonstrates exceptional application.	Above the Standard (4): Student independently, accurately, and consistently demonstrates application.	Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.	Approaches the Standard (2): Student demonstrates some inconsistencies and inaccuracies and is dependent on guidance.	Little Evidence (0-1): Student has difficulty even with guidance.	A	N/

<p>in science.</p> <ul style="list-style-type: none"> and understand and can successfully use mathematics to process and report data, and solve problems, in their field (s) of licensure. 							
<p>7. Nature of Science: Candidates</p> <ul style="list-style-type: none"> understand the historical and cultural development of science and the evolution of knowledge in their discipline; understand the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world; engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science. 	<p>Well Above the Standard(5): Student demonstrates exceptional application.</p>	<p>Above the Standard (4): Student independently, accurately, and consistently demonstrates application.</p>	<p>Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.</p>	<p>Approaches the Standard (2): Student demonstrates some inconsistencies and inaccuracies and is dependent on guidance.</p>	<p>Little Evidence (0-1): Student has difficulty even with guidance.</p>	<p>A</p>	<p>N/</p>
<p>8. Inquiry: Candidates</p> <ul style="list-style-type: none"> understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge; engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, 	<p>Well Above the Standard(5): Student demonstrates exceptional application.</p>	<p>Above the Standard (4): Student independently, accurately, and consistently demonstrates application.</p>	<p>Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.</p>	<p>Approaches the Standard (2): Student demonstrates some inconsistencies and inaccuracies and is dependent on guidance.</p>	<p>Little Evidence (0-1): Student has difficulty even with guidance.</p>	<p>A</p>	<p>N/</p>

<p>and inferences in a scientific manner.</p>							
<p>9. Issues: Candidates</p> <ul style="list-style-type: none"> understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues; engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students. 	<p>Well Above the Standard(5): Student demonstrates exceptional application.</p>	<p>Above the Standard (4): Student independently, accurately, and consistently demonstrates application.</p>	<p>Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.</p>	<p>Approaches the Standard (2): Student demonstrates some inconsistencies and inaccuracies and is dependent on guidance.</p>	<p>Little Evidence (0-1): Student has difficulty even with guidance.</p>	<p>A</p>	<p>N/</p>
<p>10. General Skills of Teaching: Candidates</p> <ul style="list-style-type: none"> vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding; successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds; successfully organize and engage students in collaborative learning using different student group learning strategies; successfully use technological tools, including but not 	<p>Well Above the Standard(5): Student demonstrates exceptional application.</p>	<p>Above the Standard (4): Student independently, accurately, and consistently demonstrates application.</p>	<p>Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.</p>	<p>Approaches the Standard (2): Student demonstrates some inconsistencies and inaccuracies and is dependent on guidance.</p>	<p>Little Evidence (0-1): Student has difficulty even with guidance.</p>	<p>A</p>	<p>N/</p>

<p>limited to computer technology, to access resources, collect and process data, and facilitate the learning of science;</p> <ul style="list-style-type: none"> understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students; and create and maintain a psychologically and socially safe and supportive learning environment. 						
<p>11. Curriculum: Candidates</p> <ul style="list-style-type: none"> understand the curricular recommendations of the National Science Education Standards, and can identify, access, and/or create resources and activities for science education that are consistent with the standards; plan and implement internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students. 	<p>Well Above the Standard(5): Student demonstrates exceptional application.</p>	<p>Above the Standard (4): Student independently, accurately, and consistently demonstrates application.</p>	<p>Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.</p>	<p>Approaches the Standard (2): Student demonstrates some inconsistencies and inaccuracies and is dependent on guidance.</p>	<p>Little Evidence (0-1): Student has difficulty even with guidance.</p>	<p>N/A</p>

<p>12. Science in the Community: Candidates</p> <ul style="list-style-type: none"> identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science; involve students successfully in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community. 	<p>Well Above the Standard(5): Student demonstrates exceptional application.</p>	<p>Above the Standard (4): Student independently, accurately, and consistently demonstrates application.</p>	<p>Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.</p>	<p>Approaches the Standard (2): Student demonstrates some inconsistencies and inaccuracies and is dependent on guidance.</p>	<p>Little Evidence (0-1): Student has difficulty even with guidance.</p>	<p>A</p>	<p>N/</p>
<p>13. Assessment: Candidates</p> <ul style="list-style-type: none"> use multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students; use the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process; use the results of assessments as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work. 	<p>Well Above the Standard(5): Student demonstrates exceptional application.</p>	<p>Above the Standard (4): Student independently, accurately, and consistently demonstrates application.</p>	<p>Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.</p>	<p>Approaches the Standard (2): Student demonstrates some inconsistencies and inaccuracies and is dependent on guidance.</p>	<p>Little Evidence (0-1): Student has difficulty even with guidance.</p>	<p>A</p>	<p>N/</p>

<p>14. Safety and Welfare: Candidates</p> <ul style="list-style-type: none"> understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials; know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction; know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students; treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use. 	<p>Well Above the Standard(5): Student demonstrates exceptional application.</p>	<p>Above the Standard (4): Student independently, accurately, and consistently demonstrates application.</p>	<p>Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.</p>	<p>Approaches the Standard (2): Student demonstrates some inconsistencies and inaccuracies and is dependent on guidance.</p>	<p>Little Evidence (0-1): Student has difficulty even with guidance.</p>	<p>N/A</p>
<p>15. Professional Growth: Candidates</p> <ul style="list-style-type: none"> engage actively and continuously in opportunities for professional learning and leadership that reach beyond minimum job requirements; reflect constantly 	<p>Well Above the Standard(5): Student demonstrates exceptional application.</p>	<p>Above the Standard (4): Student independently, accurately, and consistently demonstrates application.</p>	<p>Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.</p>	<p>Approaches the Standard (2): Student demonstrates some inconsistencies and inaccuracies and is dependent on guidance.</p>	<p>Little Evidence (0-1): Student has difficulty even with guidance.</p>	<p>N/A</p>

upon their teaching and identify ways and means through which they may grow professionally;

- use information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth;
- interact effectively with colleagues, parents, and students; mentor new colleagues; and foster positive relationships with the community.

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