

Childhood 1-6 Content Checklist

Candidates in the Childhood 1-6 program must demonstrate competence in many content areas in order to be able to prepare students to meet the standards of the NYS Student Learning Standards. Please indicate your assessment of your student teacher's content knowledge by completing the following checklist. Check the answer that most frequently describes your student teacher's ability in each of the curricular content areas. Please complete this checklist at the mid point and at the end of the experience for each student teacher. Please use the following scale:

- 0 = Indicators Not Met
 - 1 = Indicators Not Met, But Some are Emerging – See Comments
 - 2 = Indicators Not Met, But Some Developing – See Comments
 - 3 = Indicators Met at Target Level
 - 4 = Outstanding (This level is for the top 5% who achieve exceptional performance in the classroom.)
- Please Comment On Specific Ratings.**

Student Teacher Name _____ Grade Level _____

Cooperating Teacher / College Supervisor (Circle One) _____ Date _____ Mid-Point Final

Association of Childhood International (ACEI) Childhood 1-6 Content Assessment

	Indicator Not Met 0	Indicator Not Met Some Competencies Are Emerging 1	Indicator Met Some Competencies Need Development 2	Indicator Met 3	Outstanding Performance (Provide Justification) 4
ACEI 2.1 English Language Arts	Candidate has significant gaps in his/her understanding of English language arts concepts and/or is unable or unwilling to make important English language arts concepts and skills meaningful to students in a variety of contexts.	See comments.	See comments.	Candidate demonstrates a high level of competence in use of English language arts and s/he knows, understands, and uses 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.	Candidate displays performance expected of an exemplary master teacher (see justification below).
ACEI 2.2 Science	Candidate has significant gaps in his/her understanding of science concepts and/or is unable or	See comments.	See comments.	Candidate knows, understands, and uses fundamental concepts in the subject matter of science – including physical, life, and earth and space	Candidate displays performance expected of an exemplary master

	unwilling to make important science concepts, applications and perspectives meaningful to students.				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.	teacher (see justification below).	
ACEI 2.3 Mathematics	Candidate has significant gaps in his/her understanding of mathematics and/or is unable or unwilling to make important mathematics concepts, procedures and/or reasoning processes meaningful to students.	See comments.	See comments.	See comments.	Candidate knows, understands, and uses 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.	Candidate displays performance expected of an exemplary master teacher (see justification below).	
ACEI 2.4. Social Studies	Candidate has significant gaps in his/her understanding of social studies concepts and/or is unable or unwilling to make important social studies concepts meaningful to students in a culturally diverse democratic society and interdependent world.	See comments.	See comments.	See comments.	Candidate knows, understands, and uses 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.	Candidate displays performance expected of an exemplary master teacher (see justification below).	
ACEI 2.5. The Arts	Candidate has significant gaps in his/her understanding of the arts and/or is unable or unwilling to use the arts to promote communication, inquiry and insights among elementary students.	See comments.	See comments.	See comments.	Candidate knows, understands, and uses – 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 communications, inquiry, and insight among elementary students.	Candidate displays performance expected of an exemplary master teacher (see justification below).	
ACEI 2.6 Health	Candidate has significant	See comments.	See comments.	See comments.	Candidate knows, understands, and	Candidate displays	

<p>Education</p>	<p>gaps in his/her understanding of health education concepts and/or is unable or unwilling to help students develop and practice skills that contribute to good health.</p>			<p>uses 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>performance expected of an exemplary master teacher (see justification below).</p>	
<p>ACEI 2.7. Physical Education</p>	<p>Candidate has significant gaps in his/her understanding of health education concepts and/or is unable or unwilling to foster active, healthy life styles and enhanced quality of life for elementary students.</p>	<p>See comments.</p>	<p>See comments.</p>	<p>Candidate knows, understands, and uses – as appropriate to their 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>Candidate displays performance expected of an exemplary master teacher (see justification below).</p>	
<p>ACEI 2.8 Connections Across the Curriculum</p>	<p>Candidate has significant gaps in his/her understanding of connections across the disciplines and/or is unable or unwilling to provide meaningful opportunities for students to apply knowledge, skills, and ideas to real world issues.</p>	<p>See comments.</p>	<p>See comments.</p>	<p>Candidates knows, understands, and uses 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>Candidate displays performance expected of an exemplary master teacher (see justification below).</p>	

Comments: