

English Language Arts 7-12 Content Checklist

Candidates in the Adolescence 7-12 English 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. Please use the following scale to evaluate the student teacher at mid-placement and at the end of the placement in his/her content knowledge:

- 0 = Indicators Not Met;
 - 1 = Indicators Not Met, But Some are Emerging – See Comments
 - 2 = Indicators Met, But Some Competencies Need Development – 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 make specific comments supporting the assessment.**

Student Teacher Name _____ Grade Level _____

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

National Council of Teachers of English (NCTE) 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
NCTE 3.1 English Language	Candidate has significant gaps in his/her understanding of these concepts, skills and/or dispositions; and/or is unable or unwilling to make them meaningful to students.	See comments.	See comments.	Candidates demonstrate knowledge, understanding, and skill in the use of the English language; as a result, the candidate will >> Show an understanding of language acquisition and development; >> Demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated; >> Recognize the impact of cultural, economic, political, and social environments upon language; >> Show a respect for and an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic	Candidate displays performance expected of an exemplary master teacher (see justification below).

				<p>regions, and social roles; >> Show an understanding of the evolution of the English language and the historical influences on its various forms; >> Demonstrate an understanding of English grammars; >> Demonstrate an understanding of semantics, syntax, morphology, and phonology; >> Show the various purposes for which language is used.</p>		
<p>NCTE 3.2 Oral, Visual & Written Literacy</p>	<p>Candidate has significant gaps in his/her understanding of these concepts, skills and/or dispositions; and/or is unable or unwilling to make them meaningful to students.</p>	<p>See comments.</p>	<p>See comments.</p>	<p>Candidates demonstrate knowledge of the practices of oral, visual, and written literacy; as a result, the candidate will >> Demonstrate the influence of language and visual images on thinking and composing; >> Use writing, speaking and observing as major forms of inquiry, reflection, and expression; >> Use the processes of composing to create various forms of oral, visual, and written literacy; >> Use writing, visual images, and speaking for a variety of purposes and audiences; >> Apply knowledge of language structure and conventions to creating and critiquing print and non-print texts.</p>	<p>Candidate displays performance expected of an exemplary master teacher (see justification below).</p>	
<p>NCTE 3.3 Reading Process</p>	<p>Candidate has significant gaps in his/her understanding of these concepts, skills and/or dispositions; and/or is unable or unwilling to make them meaningful to students.</p>	<p>See comments.</p>	<p>See comments.</p>	<p>Candidates demonstrate knowledge of reading processes; as a result, the candidate will >> Demonstrate how to respond to and interpret what is read in different ways; >> Demonstrate how to discover and create meaning from texts; >> Use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>	<p>Candidate displays performance expected of an exemplary master teacher (see justification below).</p>	

<p>NCTE 3.4 Composing Process</p>	<p>Candidate has significant gaps in his/her understanding of these concepts, skills and/or dispositions; and/or is unable or unwilling to make them meaningful to students.</p>	<p>See comments.</p>	<p>See comments.</p>	<p>Candidates demonstrate knowledge of different composing processes; as a result, the candidate will >> Use a wide range of writing strategies to generate meaning and to clarify understanding; >> Produce different forms of written discourse; >> Demonstrate how written discourse can influence thought and action.</p>	<p>Candidate displays performance expected of an exemplary master teacher (see justification below).</p>
<p>NCTE 3.5 Literature</p>	<p>Candidate has significant gaps in his/her understanding of these concepts, skills and/or dispositions; and/or is unable or unwilling to make them meaningful to students.</p>	<p>See comments.</p>	<p>See comments.</p>	<p>Candidates demonstrate knowledge of an extensive range of literature; as a result, the candidate will >> Show knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures, including: >> Works from a range of cultures; >> Works from a range of genres; >> Works by female authors; >> Works by authors of color; >> Works written specifically for older children and young adults; >> Works of literary theory and criticism.</p>	<p>Candidate displays performance expected of an exemplary master teacher (see justification below).</p>
<p>NCTE 3.6 Media & Technology</p>	<p>Candidate has significant gaps in his/her understanding of these concepts, skills and/or dispositions; and/or is unable or unwilling to make them meaningful to students.</p>	<p>See comments.</p>	<p>See comments.</p>	<p>Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture; as a result, the candidate will >> Recognize the influence of media on culture and on people's actions and communication; >> Construct meaning from media and non-print texts; >> Display an understanding of the role of technology in communication.</p>	<p>Candidate displays performance expected of an exemplary master teacher (see justification below).</p>
<p>NCTE 3.7 Research</p>	<p>Candidate has significant gaps in</p>	<p>See comments.</p>	<p>See comments.</p>	<p>Candidates demonstrate knowledge of research theory and findings in English</p>	<p>Candidate displays performance</p>

	<p>his/her understanding of these concepts, skills and/or dispositions; and/or is unable or unwilling to make them meaningful to students.</p>			<p>language arts; as a result, the candidate will >> Use major sources of research and theory (i.e., books, periodicals, reports, proceedings of professional conferences, videotapes, electronic and non-electronic data bases) to understand the relationship between research and practice; >> Use teacher-researcher models of classroom inquiry.</p>	<p>expected of an exemplary master teacher (see justification below).</p>	
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