

SCORING GRADES FOR CE & ST POINTS

estimated as follows ~

EARLY CHILDHOOD CLINICAL ~ 20 total items

“A” range / 20 x 4 - 80 [top of range]      20 x 3 = 60 [bottom of range]  
“B” range / 59 [top of range]      10 x 3 = 30      6 x 2 = 12      2 x 4 = 08  
50 [bottom of range]

This allows for a broad range yet fair. If I did it 90, 80, 70% it would come out as follows:

80 - 72 = A      72 - 64 = B      63 or lower = C

EARLY CHILDHOOD STUDENT TEACHING ~ 32 items total

“A” range / 32 x 4 - 128 [top of range]      20 x 3 = 60      5 x 2 = 10      7 x 4 = 28  
98 [bottom of range]  
“B” range / 97 [top of range]      15 x 3 = 45      9 x 2 = 18      5 x 4 = 20  
3 not evidenced      83 [bottom range]

This allows for a broad range yet fair. If I did it 90, 80, 70% it would come out as follows:

128 - 115 = A      114 - 102 = B      101 or lower = C

ELEMENTARY CLINICAL ~ 18 total items

“A” range / 18 x 4 - 72 [top of range]      13 x 3 = 39      5 x 4 = 20  
59 [bottom of range]  
“B” range / 58 [top of range]      10 x 3 = 30      5 x 2 = 10      3 x 4 = 7  
47 [bottom of range]

This allows for a broad range yet fair. If I did it 90, 80, 70% it would come out as follows:

72 - 64 = A      63 - 58 = B      57 or lower = C

Elementary STUDENT TEACHING ~ 47 items total

“A” range / 47 x 4 - 188 [top of range]      32 x 3 = 96      10 x 2 = 20      5 x 4 = 20  
136 [bottom of range]

This means the following by looking at the standards and the number of items giving a 3 for the following break down ~

S 1 = 9 / 12; S 2 + 3 = 7 / 9; S 4 2 / 4; S 5 2 / 3; S 6 3 / 4; S 7 2 / 3; S 8 2 / 4; S 9 2 / 3; S 10 3 / 5

“B” range / 135 [top of range]      20 x 3 = 60      20 x 2 = 40      5 x 4 = 20  
2 not evidenced      120 [bottom range]

I realize the range is smaller on the “B” end, but that occurs due to the high end of the 4 range in the beginning. If I did it on the basis of everyone achieving a solid “3”, then the score would run like this ~

47 x 3 - 141      90% of that is 127      “A” range would be 141 - 127  
80% of that is 113

B" range would be 126 - 113

All in all, not too different! The "A" range would be smaller and the "B" lower.

Within each category candidates are asked to achieve the majority within the 3 range, yet allowing for a NI within that area. They can still achieve an "A" or "B". Asking candidates to achieve within the 3 area is NOT expecting too much. Review the rating scale and definitions.

SECONDARY CLINICAL

14 total items

TOTAL possible = 56 points [14 x 4 = 56]

I figured the student should be able to be in the "A" range if they received 10 @3 = 30,  
4@4 = 46

The "B" range should go from 45 and be based on 10@3 = 30, 4@2 = 8 / 38

RANGE = 56 - 46 = A                      45 - 38 = B                      37 and below = C

If I even did a 90%, 80%, 70%, etc. the range would be pretty close, maybe even lower. Students should be able to obtain a 3 or 4 in three out of four items in CONTENT KNOWLEDGE, four out of five in PROFESSIONAL KNOWLEDGE, and three out of five in PROFESSIONAL ATTITUDE.

SECONDARY STUDENT TEACHING

20 total items

TOTAL POSSIBLE = 80 points [20 x 4 = 80]

I figured the student should be able to be in the "A" range if they received 14 @3 = 42,  
6@4 = 24

The "B" range should go from 65 and be based on 14@3 = 42 , 6@2 = 12

RANGE = 80 - 66 = A                      65 -54 = B                      53 and below = C

If I even did a 90%, 80%, 70%, etc. the range would be pretty close, maybe even lower. Students should be able to obtain a 3 or 4 in five out of seven items in CONTENT KNOWLEDGE, five out of seven in PROFESSIONAL KNOWLEDGE, and four out of six in PROFESSIONAL ATTITUDE.

IMPORTANT NOTE:

By the end of the 2002 - 2003 school year we will have a handle on any further changes or corrections in scoring and items that may need to be added or changed. The key is to remember that we are meeting standards even though some may want this to be shorter, longer, etc. I need everyone to really think about this ~ students, cooperating teachers, university supervisors.