

Lake Forest College Teacher Education
Developmental Portfolio Handbook (Checkpoint Process)

Purposes for the Developmental Portfolio (Checkpoint) Process*

Engaged teachers constantly *self-reflect* about their growth and their practices. Therefore, we have developed a portfolio process that offers you the structure and support as a prospective educator to guide your growth and to identify, articulate in practice, and assess your goals as a teacher over time. Guided by your Education professors and other content-area faculty, the portfolio process offers opportunities for self assessment and careful reflection. The portfolio provides checkpoints as moments when we will join you in reflecting on and assessing your progress. Assuming this responsibility now in your teacher preparation program will prepare you for a long and fulfilling career as a teacher where you are constantly growing.

We want you to view the portfolio process as a chronicle, a journal of sorts, of your journey to becoming a teacher. Each checkpoint should function as a moment of celebration of your accomplishments and prove motivational to you as you move on to the next stage with all of its challenges.

Here are some ways in which the portfolio process is consistent with our philosophies as a College and as an Education Department:

- **Commitment to Personal Growth:** The portfolio will demonstrate the relationship between your coursework, fieldwork practicums and personal reflection on your growing knowledge, goals and progress towards becoming the teacher you aim to be (rather than simply reflecting the practices of your mentors and role models).
- **Commitment to Practical Reflection:** The College's mission statement commits to supporting students' ability to "read critically, reason analytically, and communicate persuasively, and above all, to think for themselves in order to solve problems." The portfolio will demonstrate how you go about solving problems to meet student needs through critical reflection of your strengths and areas for growth, resulting in a professional growth plan that is explicit, intentional, and student-centered.
- **Commitment to Professionalism:** Our candidates understand that there are moral consequences to pedagogical decisions. Through the portfolio process, you will grow your awareness that you and your students are communicating a perspective on knowledge and learning that has consequences for you and your students' values, beliefs, and activities as responsible members of society.

**The Developmental Portfolio Checkpoint process is designed by the Education Department, working with the Education Advisory Council. We have designed a portfolio assessment process that is directly tied to our mission as a College, our Conceptual Framework as a teacher education program of study, and the Illinois State Board of Education's requirements.*

Portfolio Checkpoints

The developmental portfolio comprises four checkpoints, each at different stages throughout your education trajectory, from becoming a teacher candidate (entering into the program) through exiting the program. Each checkpoint involves reflecting on your progress utilizing artifacts from your coursework (i.e., papers, tests, presentations, etc.) and fieldwork experiences (i.e., lesson plans, student work samples). The portfolio will be officially assessed at each checkpoint to determine your progress in meeting the standards and advancing through the program.

Overall Guidelines for Checkpoint I

Checkpoint I: Becoming a Teacher Candidate - Entrance into the Program

To officially enter the licensure program as a teacher candidate, *all* prospective candidates will complete Checkpoint I. By successfully completing requirements in the four areas of Checkpoint I outlined below, you will officially become a teacher licensure candidate. Students must become a teacher licensure candidate before they can enter fieldwork and take the fieldwork practicum courses (EDUC 304/404 or EDUC 315/415).

Checkpoint I involves satisfactorily completing and/or submitting the following:

1. Overall reflection paper
2. Observation papers
3. Content area reflection paper
4. Interview

Note: All written reflection papers should be double spaced using 12-point font and 1-inch margins

Detailed Guidelines for Checkpoint I

Overall Reflection Paper

(Maximum 3 pages)

Directions: Submit one paper that addresses the three areas listed below. The purpose of this reflective paper is for your faculty mentors to get to know you, your background, interest, passions, and dispositions that shape you as a future teacher. As such, it should be an honest, introspective exercise and should address at least the following:

- A. Dispositional reflection: aspects of the preprofessional characteristics and dispositions you currently demonstrate and your continuing growth process, including specific resources and strategies for improvement. Refer to the **pre-professional** characteristics (bullet point 1 only) in the Student Policies and Procedures Handbook.
- B. Content area reflection: *your own* current overall strengths and areas of growth as a learner in your respective content area (Secondary and K -12 program) or in the overall content areas (Elementary program), including specific resources and strategies for improvement. Note: a separate content-area reflection paper is *also* required for each program (see guideline for your discipline/program below).
- C. Observation reflection: the ideas and practices you identify with in the teaching process, rooted in your classroom observations in EDUC 210, and what you find challenging or with what you do not identify. Note: two specific observation papers will *also* be submitted (see guideline for Observation Papers below).

Criteria for Reflective Paper (IPTS Standards #6, #9)

Not Met	Met	Distinguished
Overall reflection paper does not or minimally describes the prospective candidate's pre-professional characteristics and dispositions in a way that makes it clear which aspects are strong and/or improving.	Overall reflection paper describes (possibly with examples) the prospective candidate's pre-professional characteristics and dispositions in a way that clearly, and thoughtfully addresses aspects that are strong and improving.	Overall reflection paper describes with multiple, specific autobiographical examples the prospective candidate's pre-professional characteristics and dispositions in a way that clearly, thoughtfully, introspectively addresses aspects that are strong and improving. Valuable, resourceful, action-oriented ideas are provided for the prospective candidate's continuing growth process.
Overall reflection paper does not or minimally describes the prospective candidate's overall strengths and areas of growth in their	Overall reflection paper clearly and thoughtfully describes (possibly with examples) the prospective candidate's overall strengths and areas of growth in their respective content area.	Overall reflection paper clearly, thoughtfully, and compellingly, describes with several specific examples synthesized from multiple learning contexts/experiences the prospective candidate's overall strengths and areas of growth as a learner in their respective content area. Reflection also includes valuable, resourceful, action-oriented

<p>respective content area.</p> <p>Overall reflection paper is not clear and/or lacks insight about prospective candidate's knowledge and beliefs about the teaching and learning process.</p> <p>Overall reflection paper may include errors in spelling, punctuation, and/or grammar.</p>	<p>Overall reflection paper is clear and insightful about prospective candidate's knowledge and beliefs about the teaching and learning process, rooted in classroom observations in EDUC 210 but may also draw from other educational contexts/experiences.</p> <p>The overall reflection paper includes clear and cohesive writing. Correct writing conventions, including correct spelling, punctuation, and grammar are used.</p>	<p>ideas for the prospective candidate's continuing growth process in the content area.</p> <p>Overall reflection paper clearly, insightfully, and compellingly synthesizes prospective candidate's knowledge and beliefs about the teaching and learning process across varying personal, educational, and professional contexts/experiences.</p> <p>Overall reflection paper demonstrates sophisticated writing skills, with rich vocabulary and correct writing conventions, including correct spelling, punctuation, and grammar.</p>
---	---	---

Observation Papers
(Submit as ONE document)

Directions: Submit two observation papers (as one document) from EDUC 210 on the two themes/foci below. The submitted papers should include the reference pages but not the instructor's feedback:

1. Engagement and motivation paper
2. Multicultural observation paper

Criteria for EDUC 210 Observation Papers (IPTS Standards #3, #5, #8, #9)

Not Met	Met	Distinguished
<p>The EDUC 210 observations papers demonstrate little or no relationship between the theme/focus for the observation and the classroom being observed.</p> <p>There are few, if any, examples that demonstrate an understanding of the context being observed or the particular aspects of the observation requiring attention.</p> <p>There is little or no reflection on the prospective candidate's knowledge and beliefs about the teaching and learning process based on these observations.</p> <p>There may be multiple errors in spelling, punctuation, and/or grammar or poor organization/structure. Additionally, no reference to course readings are</p>	<p>The EDUC 210 observations papers demonstrate connections between the classroom being observed and the theme/focus for the observation. Examples are provided that indicate the teacher candidate understands how the focus of the observation is illustrated in concrete ways.</p> <p>Some reference is made to class texts, class discussion, or prior knowledge that demonstrates the writer's ability to make connections across settings and draw conclusions (even if these are tentative ones) about what is being observed.</p> <p>Correct grammar, spelling, and punctuation are used consistently. The ideas are expressed clearly and the paper is organized in a logical manner.</p>	<p>The EDUC 210 observations papers demonstrate compelling evidence that the teacher candidate has focused on the purpose of the observation (e.g., engagement and motivation, multicultural education).</p> <p>There are specific, strong examples connecting the classroom activities and/or teacher conduct with the reflection about the learning process. These examples are described clearly and the connections highlight the prospective candidate's ongoing reflection on their knowledge and beliefs about the teaching and learning process. The discussion indicates excellent reflection about the observation theme/focus, provides supporting information or illustrative points, and includes keen insight about the classroom situation being observed.</p> <p>The writer draws meaningful, astute connections to class readings and discussions when applicable and cites references appropriately.</p> <p>Mature language, rich vocabulary, and correct conventions are used, including correct spelling, grammar, and punctuation.</p>

made and no reference list is included.		
---	--	--

Content Area Reflection Paper (2-4 pages)

As a future teacher, you are expected to be knowledgeable in your discipline, and the Lake Forest College licensure program is structured to provide you opportunities to gain relevant knowledge and to grow in your content area (or across content areas for the Elementary program). A solid understanding of the broad themes and skills within your respective content area provides a start to a life-long learning process. This checkpoint focuses on your commitment to developing and continuing to grow your content knowledge within your content domain.

Directions:

Write a 2-4-page reflective essay that addresses your strengths and areas of growth in your knowledge for each of the enumerated content area categories. See your content area for description of content area categories. (Note: the focus is on *your* content knowledge, not how you plan to teach that content). Refer to specific artifacts from your coursework to support the ideas in your reflective essay. At least two and not more than three artifacts from coursework should be included for each content area category. While not required, you can also draw connections to other courses not listed in each content area category and/or from other relevant learning contexts (e.g., workshops, high school projects, online resources/experiences, museum exhibits, etc.).

Artifacts include objects or items you created in a learning context, such as course papers, presentations (e.g., PowerPoint or Prezi slides), quizzes, tests, exams, images, videos, or audio recordings, completed as part of a course requirement. The kind of artifact you submit can vary based on your discipline and course content.

Your content area reflection paper and accompanying artifacts should:

- a) Demonstrate your commitment to and evidence of developing a strong knowledge base that will enable you to teach in your content area (for Secondary and K-12 programs) or across content areas (for the Elementary program).
- b) Meet the criteria described in the general rubric for all content area reflection papers and each relevant content area category in your particular discipline/program.

Submit your assignment as ONE Microsoft Word or PDF document, which includes (in this order):

- A table/chart that lists all materials submitted, including artifacts for each content area category and from which course the artifacts derive
- One reflective essay/paper that addresses your strengths and areas of growth across each content area category
- All artifacts in the order listed on the table/chart. Video and audio files can be submitted separately from this main document if necessary.

If you are not able to address any content area category because you have not yet taken a course that covers that category, please note that in the table and in your reflection paper. You will have a chance to submit artifacts and reflections for these content area categories in Checkpoint IIA (the fall semester of your final year in the program). If you do not have access to an artifact from any course, please reflect on your learning in that course and briefly explain why you do not have an artifact (both in the table/chart and reflective essay).

Criteria for All Content Area Reflection Papers

See the guidelines and additional criteria for each content area category for your particular discipline/program.

Not Met	Met	Distinguished
<p>The content area reflection paper does not represent a thoughtful assessment of the candidate's areas of strength or areas of growth in their content knowledge and/or is not supported by clear or relevant evidence from artifacts.</p>	<p>The content area reflection paper represents the candidate's well-reasoned assessment of general areas of strength as well as areas of growth in their content knowledge, supported by sufficient evidence from various artifacts.</p>	<p>The content area reflection paper represents the candidate's insightful, nuanced assessment of specific areas of strength as well as areas of growth in their content knowledge, supported by clear and convincing evidence from various artifacts.</p> <p>Essay may include a compelling reflection on content-area learning outside of coursework or outside of the courses listed as required.</p>

Interview

Directions: After you submit all Checkpoint I portfolio requirements, you will engage in an interview with the Education Department faculty to discuss your beginning journey as a prospective candidate and your developmental portfolio submission.

Successful interview candidates:

- a. demonstrate strong or developing communication skills
- b. demonstrate clarity of goals for teaching
- c. reflect on how they exhibit the Pre-professional characteristics of the [Identifying Dispositions](#) of LFC teacher candidate
- d. discuss relevant experiences with targeted age group (recommended but not required)

*See also criteria in rubric below.

Additionally,

- a. You will sign a FERPA waiver and other teacher licensure program waivers.
- b. The Education Department will have received recommendation from academic advisor and Dean of Students that candidate has adhered to College Honor Code.
- c. The Education Department will have received positive recommendation from EDUC 210 instructor regarding candidate's performance in area of dispositions (see Identifying Characteristics).
- d. You will successfully complete an on-site writing sample after the interview.
- e. You will successfully complete the English Language Arts Assessment (Secondary - English licensure candidates only).
- f. You will meet the Education Department's grade requirements (see Grade Policy).

Criteria for Interview

	Not Met	Met	Distinguished
Pre-professional characteristics	<p>The entrance interview shows that the teacher candidate has significant deficiencies in one or more of the following areas that include the personal qualities needed for success in teaching (as outlined in the Pre-professional characteristics of the Identifying Dispositions):</p> <ul style="list-style-type: none"> • Adheres to the Lake Forest College Statement of Respect and Responsibility • Demonstrates seriousness of purpose and perseveres in order to accomplish goals • Is open to constructive criticism and acts upon suggestions • Is reliable (e.g., punctual, consistent attendance, responsible) • Demonstrates tact, honesty, good judgment, courtesy, respect, and diplomacy • Balances self-confidence and assertiveness with deference to others • Demonstrates flexibility both in interpersonal interactions and in professional 	<p>The entrance interview shows that the teacher candidate demonstrates acceptable performance in most of the following areas that include the personal qualities needed for success in teaching (as outlined in the Pre-professional characteristics of the Identifying Dispositions):</p> <ul style="list-style-type: none"> • Adheres to the Lake Forest College Statement of Respect and Responsibility • Demonstrates seriousness of purpose and perseveres in order to accomplish goals • Is open to constructive criticism and acts upon suggestions • Is reliable (e.g., punctual, consistent attendance, responsible) • Demonstrates tact, honesty, good judgment, courtesy, respect, and diplomacy • Balances self-confidence and assertiveness with deference to others • Demonstrates flexibility both in interpersonal interactions and in professional 	<p>The entrance interview shows that the teacher candidate performs at an exceptionally high level in multiple indicators within the following areas that include personal qualities needed for success in teaching (as outlined in the Pre-professional characteristics of the Identifying Dispositions):</p> <ul style="list-style-type: none"> • Adheres to the Lake Forest College Statement of Respect and Responsibility • Demonstrates seriousness of purpose and perseveres in order to accomplish goals • Is open to constructive criticism and acts upon suggestions • Is reliable (e.g., punctual, consistent attendance, responsible) • Demonstrates tact, honesty, good judgment, courtesy, respect, and diplomacy • Balances self-confidence and assertiveness with deference to others • Demonstrates flexibility both in interpersonal interactions and in professional

	<p>responsibilities (e.g., planning, implementation, etc.)</p> <ul style="list-style-type: none"> • Communicates clearly and accurately both orally and in writing • Demonstrates commitment to life-long learning by being an avid reader and informed citizen • Develops the intellectual capabilities and teaching skills that support students' learning 	<p>responsibilities (e.g., planning, implementation, etc.)</p> <ul style="list-style-type: none"> • Communicates clearly and accurately both orally and in writing • Demonstrates commitment to life-long learning by being an avid reader and informed citizen • Develops the intellectual capabilities and teaching skills that support students' learning 	<p>responsibilities (e.g., planning, implementation, etc.)</p> <ul style="list-style-type: none"> • Communicates clearly and accurately both orally and in writing • Demonstrates commitment to life-long learning by being an avid reader and informed citizen • Develops the intellectual capabilities and teaching skills that support students' learning
<p>Reflective self-assessment</p>	<p>The entrance interview shows that the teacher candidate has significant deficiencies in one or more of the following areas that emerge from personal experiences in teaching, dialogue with mentors and colleagues, and metacognitive behaviors (as outlined in the Pre-professional characteristics of the Identifying Dispositions):</p> <ul style="list-style-type: none"> • Monitoring their progress and identifying strengths and weaknesses • Showing evidence of self-directed learning • Demonstrating sustained and consistent growth and commitment toward reaching goals 	<p>The entrance interview shows that the teacher candidate demonstrates multiple signs of performance or emerging capacities in most of the following areas that emerge from personal experiences in teaching, dialogue with mentors and colleagues, and metacognitive behaviors (as outlined in the Pre-professional characteristics of the Identifying Dispositions):</p> <ul style="list-style-type: none"> • Monitoring their progress and identifying strengths and weaknesses • Showing evidence of self-directed learning • Demonstrating sustained and consistent growth and 	<p>The entrance interview shows that the teacher candidate demonstrates exceptionally high levels in multiple indicators within the following areas that emerge from personal experiences in teaching, dialogue with mentors and colleagues, and metacognitive behaviors (as outlined in the Pre-professional characteristics of the Identifying Dispositions):</p> <ul style="list-style-type: none"> • Monitoring their progress and identifying strengths and weaknesses • Showing evidence of self-directed learning • Demonstrating sustained and consistent growth and commitment toward reaching goals

	<ul style="list-style-type: none"> • Reflecting about and articulating what they know and does not know • Is able to talk about their thinking processes during conferences and seminars to show evidence of metacognition through writing (e.g., journals, response to prompts, etc.) 	<p>commitment toward reaching goals</p> <ul style="list-style-type: none"> • Reflecting about and articulating what they know and does not know • Is able to talk about their thinking processes during conferences and seminars to show evidence of metacognition through writing (e.g., journals, response to prompts, etc.) 	<ul style="list-style-type: none"> • Reflecting about and articulating what they know and does not know • Is able to talk about their thinking processes during conferences and seminars to show evidence of metacognition through writing (e.g., journals, response to prompts, etc.)
Additional interview criteria	<p>The entrance interview shows that the teacher candidate has significant deficiencies in one or more of the following areas (as outlined in the Pre-professional characteristics of the Identifying Dispositions):</p> <ul style="list-style-type: none"> • demonstrates vitality and energy/teacher presence; • shows enthusiasm in tone and body language; • makes eye contact; • focuses on audience; • communicates well in both written and oral forms; • demonstrates correct grammar and word usage 	<p>The entrance interview shows that the teacher candidate demonstrates multiple signs of performance or emerging capacities in most of the following areas (as outlined in the Pre-professional characteristics of the Identifying Dispositions):</p> <ul style="list-style-type: none"> • demonstrates vitality and energy/teacher presence; • shows enthusiasm in tone and body language; • makes eye contact; • focuses on audience; • communicates well in both written and oral forms; • demonstrates correct grammar and word usage 	<p>The entrance interview shows that the teacher candidate performs at an exceptionally high level in multiple indicators within the following areas (as outlined in the Pre-professional characteristics of the Identifying Dispositions):</p> <ul style="list-style-type: none"> • demonstrates vitality and energy/teacher presence; • shows enthusiasm in tone and body language; • makes eye contact; • focuses on audience; • communicates well in both written and oral forms; • demonstrates correct grammar and word usage

Checkpoint I: Content Area Reflection Paper, Elementary Education

Directions: See also above general directions for content area reflection paper. Directions here are relevant for the Elementary-specific content area categories for content area reflection paper.

At least two artifacts should be included for each content area category below, of which at least one should come from the courses listed as required. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each content area category below to inform your reflection.

Elementary Education Content Area Categories

- Science (Elementary Standard #4)
- Math (Elementary Standard #3)
- Social Science (Elementary Standard #5)
- English Language Arts (Elementary Standard #2)
- Fine Arts (Elementary Standard #7)
- Physical Education and Health (Elementary Standard #6)

Criteria for Elementary Education Content Area Categories

Criteria for Science (Elementary Standard #4)

Relevant required courses: CHEM 109; BIO 108

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of scientific knowledge and skills related to: science processing skills, including inquiry skills and the ability to interpret and communicate data; the ability to draw conclusions about scientific phenomena; understanding across life, environmental, physical, and earth and space science.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of scientific knowledge and skills related to: science processing skills, including inquiry skills and the ability to interpret and communicate data; the ability to draw conclusions about scientific phenomena; understanding across life, environmental, physical, and earth and space science.	The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of scientific knowledge and skills related to: science processing skills, including inquiry skills and the ability to interpret and communicate data; the ability to draw conclusions about scientific phenomena; understanding across life, environmental, physical, and earth and space science.

Criteria for Math (Elementary Standard #3)

Relevant required courses: MATH 104; MATH 150 or equivalent

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of mathematical knowledge and skills related to: applying and adapting strategies to solve problems, communicating and representing mathematical ideas, and recognizing and using connections among mathematical ideas.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of mathematical knowledge and skills related to: applying and adapting strategies to solve problems, communicating and representing mathematical ideas, and recognizing and using connections among mathematical ideas.</p>	<p>The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of mathematical knowledge and skills related to: applying and adapting strategies to solve problems, communicating and representing mathematical ideas, and recognizing and using connections among mathematical ideas.</p>

Criteria for Social Science (Elementary Standard #5)

Relevant required courses: HIST 110, HIST 200, POLS 120

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of social science knowledge and skills related to: knowledge both in and of social science and depth of understanding in multiple areas of social science, particularly U.S. politics, U.S. history, and world history; ability to read historical narratives with understanding, use multiple resources including primary and secondary historical documents/artifacts, interpret and interrogate historical documents and judge credibility and authority, and identify problems confronted by people today and in the past.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of social science knowledge and skills related to: knowledge both in and of social science and depth of understanding in multiple areas of social science, particularly U.S. politics, U.S. history, and world history; ability to read historical narratives with understanding, use multiple resources including primary and secondary historical documents/artifacts, interpret and interrogate historical documents and judge credibility and authority, and identify problems confronted by people today and in the past.</p>	<p>The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of social science knowledge and skills related to: knowledge both in and of social science and depth of understanding in multiple areas of social science, particularly U.S. politics, U.S. history, and world history; ability to read historical narratives with understanding, use multiple resources including primary and secondary historical documents/artifacts, interpret and interrogate historical documents and judge credibility and authority, and identify problems confronted by people today and in the past.</p>

Criteria for English Language Arts (Elementary Standard #2)

Relevant required courses: English literature course, EDUC 215

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of English/language arts knowledge and skills related to: reading of a wide variety of genres; strong knowledge and deep appreciation of literature; writing that demonstrates sophisticated use of language structure and vocabulary; proficiency in oral communication.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of English/language arts knowledge and skills related to: reading of a wide variety of genres; strong knowledge and deep appreciation of literature; writing that demonstrates sophisticated use of language structure and vocabulary; proficiency in oral communication.	The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of English/language arts knowledge and skills related to: reading of a wide variety of genres; strong knowledge and deep appreciation of literature; writing that demonstrates sophisticated use of language structure and vocabulary; proficiency in oral communication.

Criteria for Fine Arts (Elementary Standard #7)

Relevant required course: EDUC 312

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of artistic knowledge and skills related to: deep appreciation of the performing and visual arts as a means of human communication, inquiry, and individual expression; strong knowledge and skills in one or more areas of art; and participation in the performing and/or visual arts.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of artistic knowledge and skills related to: deep appreciation of the performing and visual arts as a means of human communication, inquiry, and individual expression; strong knowledge and skills in one or more areas of art; and participation in the performing and/or visual arts.	The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of artistic knowledge and skills related to: deep appreciation of the performing and visual arts as a means of human communication, inquiry, and individual expression; strong knowledge and skills in one or more areas of art; and participation in the performing and/or visual arts.

Criteria for Physical Education and Health (Elementary Standard #6)

Relevant required course: PHED 126

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of health and physical education knowledge and skills related to: familiarity with concepts of health and physical education, including issues fundamental to enhancing wellness, disease prevention, and physical fitness; knowledge about body systems, physical fitness activities, and nutrition; personal commitment to physical education is also demonstrated.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of health and physical education knowledge and skills related to: familiarity with concepts of health and physical education, including issues fundamental to enhancing wellness, disease prevention, and physical fitness; knowledge about body systems, physical fitness activities, and nutrition; personal commitment to physical education is also demonstrated.</p>	<p>The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of health and physical education knowledge and skills related to: familiarity with concepts of health and physical education, including issues fundamental to enhancing wellness, disease prevention, and physical fitness; knowledge about body systems, physical fitness activities, and nutrition; personal commitment to physical education is also demonstrated.</p>

Checkpoint I: Content Area Reflection Paper, Secondary Biology

Directions: See also above general directions for content area reflection paper. Directions here are relevant for the Secondary Biology-specific content area categories for the content area reflection paper.

At least two artifacts should be included for each content area category below, of which at least one should come from the courses listed as required. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each Secondary Biology content area category below to inform your reflection.

Secondary Biology Content Area Categories:

1. Chemical and physical basis of biological processes; energy transformations. (Standards 1 and 6).
2. Biology of cells (Standards 1, 2, and 6)
3. Structure, function, and development of organisms (Standards 4 and 6)
4. Ecology, evolution and diversity (Standards 3, 5, 6)
5. Understanding, mastery and synthesis of published information.
6. Carrying out scientific investigation.
7. Presenting and analyzing biological data and experimental results.
8. Communicating about science

Criteria for Secondary Biology Content Area Categories

1. Chemical and physical basis of biological processes; energy transformations (Standards 1 and 6)

Relevant required courses: CHEM 115, CHEM 116, BIOL 120

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate's understanding of the atomic and molecular building blocks of life and the underlying chemical and physical principles that are the basis for biological processes; there is insufficient evidence that the teacher candidate has a basic understanding of how energy transformations underlie all biological, chemical and physical processes.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate's adequate understanding of the atomic and molecular building blocks of life and the underlying chemical and physical principles that are the basis for biological processes; there is evidence that the teacher candidate has a basic understanding of how energy transformations underlie all biological, chemical and physical processes.	The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's outstanding understanding of the atomic and molecular building blocks of life and the underlying chemical and physical principles that are the basis for biological processes; there is strong evidence that the teacher candidate has a deep understanding of how energy transformations underlie all biological, chemical and physical processes.

2. Biology of cells (Standards 1, 2, and 6)

Relevant required courses: BIOL 120, and especially BIOL 221

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate's understanding of the biochemical, molecular and other cellular processes that occur in all living things and of the structure and organization of cells.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate's adequate understanding of the biochemical, molecular and other cellular processes that occur in all living things and of the structure and organization of cells.	The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's outstanding understanding of the biochemical, molecular and other cellular processes that occur in all living things and of the structure and organization of cells.

3. Structure, function, and development of organisms (Standards 4 and 6)

Relevant required course: BIOL 120

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate's understanding of the structure, function and development of organisms at the cellular, tissue and whole body levels of organization; and of the overarching concepts of homeostasis and adaptation in organismal function.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate's adequate understanding of the structure, function and development of organisms at the cellular, tissue and whole body levels of organization; and of the overarching concepts of homeostasis and adaptation in organismal function.	The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's outstanding understanding of the structure, function and development of organisms at the cellular, tissue and whole-body levels of organization; and of the overarching concepts of homeostasis and adaptation in organismal function.

4. Ecology, evolution and diversity (Standards 3, 5, 6)

Relevant required courses: BIOL 120, BIOL 220

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the	The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to

to address the candidate's understanding of the dynamics, evolution and interactions of populations of organisms, the structure and functioning of ecosystems, and the diversity of living organisms.	candidate's adequate understanding of the dynamics, evolution and interactions of populations of organisms, the structure and functioning of ecosystems, and the diversity of living organisms.	address the candidate's outstanding understanding of the dynamics, evolution and interactions of populations of organisms, the structure and functioning of ecosystems, and the diversity of living organisms.
---	---	--

5. Understanding, mastery and synthesis of published information.

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate's ability to obtain information on biological topics through library and internet resources, to master the information obtained, to comprehend primary research articles and to synthesize information from diverse sources, including primary research articles.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate's adequate ability to obtain information on biological topics through library and internet resources, to master the information obtained, to comprehend primary research articles and to synthesize information from diverse sources, including primary research articles.	The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's ability to obtain information on biological topics through library and internet resources, to master the information obtained, to comprehend primary research articles and to synthesize information from diverse sources, including primary research articles.

6. Carrying out scientific investigation.

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate's ability to formulate hypotheses and design experiments to test hypotheses, to use techniques, instrumentation, laboratory and field procedures and analytical	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate's adequate ability to formulate hypotheses and design experiments to test hypotheses, to use techniques, instrumentation, laboratory and field procedures and analytical methods for research in the life sciences.	The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's ability to formulate hypotheses, to design experiments to test hypotheses, and to use techniques, instrumentation, laboratory and field procedures and analytical

methods for research in the life sciences.		methods for research in the life sciences.
--	--	--

7. Presenting and analyzing biological data and experimental results.

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate's ability to understand, interpret and present biological data, to carry out basic statistical analyses, and to use and interpret biological images.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate's adequate ability to understand, interpret and present biological data, to carry out basic statistical analyses, and to use and interpret biological images.	The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's ability to understand, interpret and present biological data, to carry out basic statistical analyses, and to use and interpret biological images.

8. Communicating about science

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate's ability to understand, interpret and present biological data, to carry out basic statistical analyses, and to use and interpret biological images.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate's adequate ability to communicate about science orally, in writing and through visual displays, to describe research results in the format of an original research article and to use technology in scientific presentations.	The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's ability to communicate about science orally, in writing and through visual displays, to describe research results in the format of an original research article or a poster and to use technology in scientific presentations.

Checkpoint I: Content Area Reflection Paper, Secondary Chemistry

Directions: See also above general directions for content area reflection paper. Directions here are relevant for the Secondary Chemistry-specific content area categories for the content area reflection paper.

At least two artifacts should be included for each content area category below, of which at least one should come from the courses listed as required. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each Secondary Chemistry content area category below to inform your reflection.

Secondary Chemistry Content Area Categories

1. The nature of matter at the atomic level and how elements combine to form bonds, and the geometry and properties of compounds (Standards 2 & 3).
2. The properties of molecules in the gaseous, liquid, and solid states, the interaction of particles in solution, and acid-base chemistry (Standards 4, 5 & 6).
3. The laws of thermodynamics, reaction kinetics and equilibrium, and the mechanisms of chemical reactions and their practical applications (Standards 7 & 8).
4. Organic Chemistry (Standard 9).
5. Carrying out, presenting, and analyzing scientific investigations (Standard 1).
6. Understanding, mastery and synthesis of published information and communication about science (Standard 1).

Criteria for Secondary Chemistry Content Area Categories

1. The nature of matter at the atomic level and how elements combine to form bonds, and the geometry and properties of compounds (Standards 2 & 3).

Relevant required courses: CHEM 115, CHEM 116 and CHEM 320, CHEM 321

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate's understanding of the concepts of the nature of matter at the atomic level ; there is insufficient evidence that the teacher candidate has a basic understanding of how elements combine to form bonds and the geometry and properties of the resulting compounds.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate's adequate understanding of the concepts of the nature of matter at the atomic level; there is evidence that the teacher candidate has a basic understanding of how elements combine to form bonds and the geometry and properties of the resulting compounds.	The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's outstanding understanding of the concepts of the nature of matter at the atomic level; there is strong evidence that the teacher candidate has a deep understanding of how elements combine to form bonds and the geometry and properties of the resulting compounds.

2. The properties of molecules in the gaseous, liquid, and solid states, the interaction of particles in solution, and acid -base chemistry (Standards 4, 5 & 6).

Relevant required courses: CHEM 115, CHEM 116

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate's understanding of the nature and properties of molecules in the gaseous, liquid, and solid states, the interaction of particles in solution and acid -bases chemistry.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate's adequate understanding of the nature and properties of molecules in the gaseous, liquid, and solid states, the interaction of particles in solution and acid -bases chemistry.	The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's outstanding understanding of the nature and properties of molecules in the gaseous, liquid, and solid states, the interaction of particles in solution and acid-bases chemistry.

3. The laws of thermodynamics, reaction kinetics and equilibrium, and the mechanisms of chemical reactions and their practical applications (Standards 7 & 8).

Relevant required courses: CHEM 115, CHEM 116

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate's understanding of the laws of thermodynamics, reaction kinetics, acid-base, redox and solubility product equilibria and cannot apply them to chemical systems. There is no evidence that the teacher candidate has a deep understanding of the mechanisms of chemical reactions and the theory and practical applications of reaction rates.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate's adequate understanding of the laws of thermodynamics, reaction kinetics, acid-base, redox and solubility product equilibria and can apply them to chemical systems. There is adequate evidence that the teacher candidate has a deep understanding of the mechanisms of chemical reactions and the theory and practical applications of reaction rates.	The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's outstanding understanding of the laws of thermodynamics, reaction kinetic, acid-base, redox and solubility product equilibria and can apply them to chemical systems. There is strong evidence that the teacher candidate has a deep understanding of the mechanisms of chemical reactions and the theory and practical applications of reaction rates.

4. Organic Chemistry (Standard 9).

Relevant required courses: CHEM 220, CHEM 221

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate's understanding of the major aspects of organic chemistry including functional group chemistry and the related reaction mechanisms, including substitution, addition, elimination, and other reaction types. Candidate fails to demonstrate strong understanding of chromatography, NMR, IR, and other instrumentation in characterizing organic reactions, as well as the chemistry of common biological molecules, including pharmaceuticals and polymers and their reactions.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate's adequate understanding of the major aspects of organic chemistry, including functional group chemistry and the related reaction mechanisms, including substitution, addition, elimination, and other reaction types. Candidate also demonstrates understanding of chromatography, NMR, IR, and other instrumentation in characterizing organic reactions, as well as the chemistry of common biological molecules, including pharmaceuticals and polymers and their reactions.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's outstanding understanding of the major aspects of organic chemistry, including functional group chemistry and the related reaction mechanisms, including substitution, addition, elimination, and other reaction types. Candidate also demonstrates strong understanding of chromatography, NMR, IR, and other instrumentation in characterizing organic reactions, as well as the chemistry of common biological molecules, including pharmaceuticals and polymers and their reactions.</p>

5. Carrying out, presenting, and analyzing scientific investigations (Standard 1).

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate's ability to formulate hypotheses, to design experiments to test hypotheses, and to use safe laboratory techniques, instrumentation, laboratory and field procedures and analytical methods for research in chemistry.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate's adequate ability to formulate hypotheses, to design experiments to test hypotheses, and to use safe laboratory techniques, instrumentation, laboratory and field procedures and analytical methods for research in chemistry.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's outstanding ability to formulate hypotheses, to design experiments to test hypotheses, and to use safe laboratory techniques, instrumentation, laboratory and field procedures and analytical methods for research in chemistry.</p>

<p>The content-area reflection paper also does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate's ability to understand, interpret and present chemical data, to carry out basic computational and statistical analyses and problem solving, and use computer programs to organize data and indicate relationships.</p>	<p>The content-area reflection paper also describes in sufficient detail and provides sufficient evidence to address the candidate's adequate ability to understand, interpret and present chemical data, to carry out basic computational and statistical analyses and problem solving, and use computer programs to organize data and indicate relationships.</p>	<p>The content-area reflection paper also describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's outstanding ability, supported by strong evidence, to understand, interpret and present chemical data, to carry out basic computational and statistical analyses and problem solving, and use computer programs to organize data and indicate relationships.</p>
---	---	--

6. Understanding, mastery and synthesis of published information and communication about science (Standard 1).

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address the candidate's ability to obtain information on chemical topics through library and internet resources, to master the information obtained, to comprehend primary research articles and to synthesize information from diverse sources, including primary research articles.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address the candidate's ability to obtain information on chemical topics through library and internet resources, to master the information obtained, to comprehend primary research articles and to synthesize information from diverse sources, including primary research articles.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's outstanding ability to obtain information on chemical topics through library and internet resources, to master the information obtained, to comprehend primary research articles and to synthesize information from diverse sources, including primary research articles.</p>
<p>The content-area reflection paper also does not describe in adequate detail and/or has provided insufficient evidence to address the candidate's ability to communicate about science orally, in writing and through visual displays, to describe research results in the format of an original</p>	<p>The content-area reflection paper also describes in sufficient detail and provides sufficient evidence to address the candidate's ability to communicate about science orally, in writing and through visual displays, to describe research results in the format of an original research article</p>	<p>The content-area reflection paper also describes in sufficient detail and provides sufficient and compelling evidence to address the candidate's outstanding ability, supported by strong evidence, to communicate about science orally, in writing and through visual</p>

research article and to use technology in scientific presentations.	and to use technology in scientific presentations.	displays, to describe research results in the format of an original research article or a poster and to use technology in scientific presentations.
---	--	---

Checkpoint I: Content Area Reflection Paper, Secondary English Language Arts

Directions: See also above general directions for content area reflection paper. Directions here are relevant for the Secondary English Language Arts-specific content area categories for the content area reflection paper.

At least two artifacts should be included for each content area category below. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each Secondary English Language Arts content area category below to inform your reflection.

Secondary English Language Arts Content Area Categories

1. Skills in the use of the English language (Standards 5, 7, 25).
2. The practices of oral, visual, and written literacy (Standards 19, 20, 21, 22, 23, 24, 26, 27).
3. Knowledge of, and uses for, an extensive range of literature (Standards 11, 12).
4. Reading processes (Standards 2, 3, 4, 6, 8, 9, 10).
5. Different composing/writing processes (Standards 13, 14, 15, 16, 17, 18).
6. Research theory and findings in English language arts, especially regarding explication or analysis of a variety of genres of literature, including print and non-print media (Standards 11, 12, 28, 29, 30).

Criteria for Secondary English Language Arts Content Area Categories

1. Skills in the use of the English language (Standards 5, 7, 25).

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge of and skills in the use of the English language, such as: grammatical knowledge and skill including semantics, syntax, morphology and phonology as well as a highly sophisticated style in sentence and paragraph structure; understanding of the interrelationship between reading, writing, speaking, listening, viewing, and thinking; respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, regions and</p>	<p>The content-area reflection paper describes in sufficient detail and has provided sufficient evidence to address a range of knowledge of and skills in the use of the English language, such as: grammatical knowledge and skill including semantics, syntax, morphology and phonology as well as a highly sophisticated style in sentence and paragraph structure; understanding of the interrelationship between reading, writing, speaking, listening, viewing, and thinking; respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, regions and</p>	<p>The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in the use of the English language, such as: grammatical knowledge and skill including semantics, syntax, morphology and phonology as well as a highly sophisticated style in sentence and paragraph structure; understanding of the interrelationship between reading, writing, speaking, listening, viewing, and thinking; respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, regions and social roles; ability to adapt</p>

social roles; ability to adapt communication to audience, situation, and setting.	social roles; ability to adapt communication to audience, situation, and setting.	communication to audience, situation, and setting.
---	---	--

2. The practices of oral, visual, and written literacy (Standards 19, 20, 21, 22, 23, 24, 26, 27).

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge of and skills in the practices of oral, visual, and written literacy, such as: use of oral communication components to construct oral presentations and evaluate oral messages; construction of an argument using evidence; close reading of a wide variety of genres and text types; use of writing, speaking, and observing as major forms of inquiry, reflection, and expression; performance of a variety of functions for varied audiences and purposes.	The content-area reflection paper describes in sufficient detail and has provided sufficient evidence to address a range of knowledge of and skills in the practices of oral, visual, and written literacy, such as: use of oral communication components to construct oral presentations and evaluate oral messages; construction of an argument using evidence; close reading of a wide variety of genres and text types; use of writing, speaking, and observing as major forms of inquiry, reflection, and expression; performance of a variety of functions for varied audiences and purposes.	The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in the practices of oral, visual, and written literacy, such as: use of oral communication components to construct oral presentations and evaluate oral messages; construction of an argument using evidence; close reading of a wide variety of genres and text types; use of writing, speaking, and observing as major forms of inquiry, reflection, and expression; performance of a variety of functions for varied audiences and purposes.

3. Knowledge of, and uses for, an extensive range of literature (Standards 11, 12).

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge of, and uses for, an extensive range of literature, such as: thesis development through analysis of literary work; application of literary	The content-area reflection paper describes in sufficient detail and has provided sufficient evidence to address a range of knowledge of, and uses for, an extensive range of literature, such as: thesis development through analysis of literary work; application of literary	The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of, and uses for, an extensive range of literature, such as: thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal

<p>concepts and principles of analysis; ability to marshal evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level.</p>	<p>concepts and principles of analysis; ability to marshal evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level.</p>	<p>evidence from creative and analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level.</p>
--	--	--

4. Reading processes (Standards 2, 3, 4, 6, 8, 9, 10).

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge of and skills in reading processes, such as: use of a wide variety of strategies to comprehend, respond to, interpret, evaluate, appreciate, and create meaning from texts; appreciation and encouragement of the importance of reading in all content areas; selection and use of various materials and strategies, including the use of oral language, for reading at a highly sophisticated level.</p>	<p>The content-area reflection paper describes in sufficient detail and has provided sufficient evidence to address a range of knowledge of and skills in reading processes, such as: use of a wide variety of strategies to comprehend, respond to, interpret, evaluate, appreciate, and create meaning from texts; appreciation and encouragement of the importance of reading in all content areas; selection and use of various materials and strategies, including the use of oral language, for reading at a highly sophisticated level.</p>	<p>The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in reading processes, such as: use of a wide variety of strategies to comprehend, respond to, interpret, evaluate, appreciate, and create meaning from texts; appreciation and encouragement of the importance of reading in all content areas; selection and use of various materials and strategies, including the use of oral language, for reading at a highly sophisticated level.</p>

5. Different composing/writing processes (Standards 13, 14, 15, 16, 17, 18).

Not Met	Met	Distinguished
----------------	------------	----------------------

<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge of and skills in different composing/writing processes, such as: use of a variety of writing strategies to generate meaning, clarify understanding, and demonstrate how written discourse can influence thought and action; production of different forms of written discourse using various rhetorical strategies and situations; use of strategies for revising, editing, and preparing documents for publication, showing advanced grammatical knowledge and skill and sophisticated style and sentence structure.</p>	<p>The content-area reflection paper describes in sufficient detail and has provided sufficient evidence to address a the range of knowledge of and skills in different composing/writing processes, such as: use of a variety of writing strategies to generate meaning, clarify understanding, and demonstrate how written discourse can influence thought and action; production of different forms of written discourse using various rhetorical strategies and situations; use of strategies for revising, editing, and preparing documents for publication, showing advanced grammatical knowledge and skill and sophisticated style and sentence structure.</p>	<p>The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in different composing/writing processes, such as: use of a variety of writing strategies to generate meaning, clarify understanding, and demonstrate how written discourse can influence thought and action; production of different forms of written discourse using various rhetorical strategies and situations; use of strategies for revising, editing, and preparing documents for publication, showing advanced grammatical knowledge and skill and sophisticated style and sentence structure.</p>
---	--	---

6. Research theory and findings in English language arts, especially regarding explication or analysis of a variety of genres of literature, including print and non-print media (Standards 11, 12, 28, 29, 30).

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge of and skills in research theory and findings in English language arts, such as: use of a range of works of literary theory and criticism; thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and</p>	<p>The content-area reflection paper describes in sufficient detail and has provided sufficient evidence to address a range of knowledge of and skills in research theory and findings in English language arts, such as: use of a range of works of literary theory and criticism; thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and</p>	<p>The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in research theory and findings in English language arts, such as: use of a range of works of literary theory and criticism; thesis development through analysis of literary work; application of literary concepts and principles of analysis; ability to marshal evidence from creative and analytical literary</p>

<p>analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level; ability to read and interpret complex texts, relate one text to another and to a tradition, and to read texts within historical and multicultural contexts, including media and non-print texts; understanding of how media can influence construction of a text's meaning and how experiencing various media can enhance one's composing processes, communication, and learning at a highly sophisticated level.</p>	<p>analytical literary texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level; ability to read and interpret complex texts, relate one text to another and to a tradition, and to read texts within historical and multicultural contexts, including media and non-print texts; understanding of how media can influence construction of a text's meaning and how experiencing various media can enhance one's composing processes, communication, and learning at a highly sophisticated level.</p>	<p>texts representing a broad historical and contemporary spectrum of American, British, and other work, including non-Western, literature; analysis of literary elements and techniques from a wide variety of genres and cultures, including authors of color and female authors at a highly sophisticated level; ability to read and interpret complex texts, relate one text to another and to a tradition, and to read texts within historical and multicultural contexts, including media and non-print texts; understanding of how media can influence construction of a text's meaning and how experiencing various media can enhance one's composing processes, communication, and learning at a highly sophisticated level.</p>
---	---	---

Checkpoint I: Content Area Reflection Paper, Secondary History

Directions: See also above general directions for content area reflection paper. Directions here are relevant for the Secondary History-specific content area categories for the content area reflection paper.

At least two artifacts should be included for each of the three Secondary History content area categories below. In addition, the total artifacts must include at least one that addresses the major trends, turning points, and influential individuals and groups in each of the “History Content Standards” listed further below (at least one artifact per each content standard). Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each Secondary History content area category below to inform your reflection.

Secondary History Content Area Categories

1. Historical analysis, interpretation and decision-making (Standards 7 & 8)
2. Historical comprehension (Standard 8)
3. Historical research capabilities (Standards 7 & 8)

History Content Standards

- United States history from the colonial era through the growth of the American Republic (Standard 1)
- United States history from the Civil War through World War 1 (Standard 2)
- United States history in the twentieth century and beyond (Standard 3)
- World history from prehistory to the Age of Exploration (Standard 4)
- World history from the Age of Exploration to the present (Standard 5)
- State of Illinois history from the colonial era to the present (Standard 6)

Criteria for Secondary History Content Area Categories

1. Historical analysis, interpretation and decision-making (Standards 7 & 8)

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in the areas of historical analysis, interpretation, and decision-making, such as: comparing and contrasting differing sets of ideas; considering multiple perspectives; analyzing cause and effect relationships and multiple causation; drawing</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in the areas of historical analysis, interpretation, and decision-making, such as: comparing and contrasting differing sets of ideas; considering multiple perspectives; analyzing cause and effect relationships and multiple causation; drawing comparisons across eras</p>	<p>The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in the areas of historical analysis, interpretation, and decision-making, such as: comparing and contrasting differing sets of ideas; considering multiple perspectives; analyzing cause and effect relationships and multiple causation; drawing comparisons across eras and regions in order to define</p>

comparisons across eras and regions in order to define enduring issues; comparing historical narratives; holding interpretations of history as tentative; evaluating major debates and alternative courses of action among historians; understanding that historians marshal relevant historical evidence in order to formulate a position or course of action on an issue.	and regions in order to define enduring issues; comparing historical narratives; holding interpretations of history as tentative; evaluating major debates and alternative courses of action among historians; understanding that historians marshal relevant historical evidence in order to formulate a position or course of action on an issue.	enduring issues; comparing historical narratives; holding interpretations of history as tentative; evaluating major debates and alternative courses of action among historians; understanding that historians marshal relevant historical evidence in order to formulate a position or course of action on an issue.
---	---	--

2. Historical comprehension (Standard 8)

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in the area of historical comprehension, such as: identifying the author or source of a historical document; reconstructing the literal meaning of a historical passage or document; identifying the central question(s) of a historical narrative or document; identifying historical perspectives; explaining how past decisions or actions affect future choices; distinguishing between past, present, and future time; recognizing the idea of historical continuity and change.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in the area of historical comprehension, such as: identifying the author or source of a historical document; reconstructing the literal meaning of a historical passage or document; identifying the central question(s) of a historical narrative or document; identifying historical perspectives; explaining how past decisions or actions affect future choices; distinguishing between past, present, and future time; recognizing the idea of historical continuity and change.	The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in the areas of historical comprehension, such as: identifying the author or source of a historical document; reconstructing the literal meaning of a historical passage or document; identifying the central question(s) of a historical narrative or document; identifying historical perspectives; explaining how past decisions or actions affect future choices; distinguishing between past, present, and future time; recognizing the idea of historical continuity and change.

3. Historical research capabilities (Standards 7 & 8)

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in the area of historical research capabilities, such as: formulating historical questions; obtaining historical data from a variety of sources; identifying the gaps in the available records; marshaling contextual knowledge and perspectives of the time and place; employing appropriate quantitative and qualitative analysis; and supporting interpretations with historical evidence.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in the area of historical research capabilities, such as: formulating historical questions; obtaining historical data from a variety of sources; identifying the gaps in the available records; marshaling contextual knowledge and perspectives of the time and place; employing appropriate quantitative and qualitative analysis; and supporting interpretations with historical evidence.</p>	<p>The content-area reflection paper comprehensively describes and provides compelling evidence to address a range of knowledge of and skills in the areas of historical research capabilities, such as: formulating historical questions; obtaining historical data from a variety of sources; identifying the gaps in the available records; marshaling contextual knowledge and perspectives of the time and place; employing appropriate quantitative and qualitative analysis; and supporting interpretations with historical evidence.</p>

Checkpoint I: Content Area Reflection Paper, Secondary Mathematics

Directions: See also above general directions for content area reflection paper. Directions here are relevant for the Secondary Mathematics-specific content area categories for the content area reflection paper.

At least two artifacts should be included for each Secondary Mathematics content area category below. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each Secondary Mathematics content area category below to inform your reflection.

Secondary Mathematics Content Area Categories

1. Foundations for Calculus (Standard 3,4)
2. Algebra and Trigonometry (Standard 8)
3. Geometry (Standard 9)
4. Abstract & Discrete Mathematics (Standard 6)
5. Linear Algebra (Standard 8)
6. Mathematical Probability (Standard 10)
7. Mathematical Statistics (Standard 10)

Criteria for Secondary Mathematics Content Categories

1. Foundations for Calculus (Standard 3,4)

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills listed in the “met” column.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in Foundations of Calculus, such as: the central role of the function concept, right triangle trigonometry and the unit circle, conceptual and procedural fluency with all kinds functions including logarithmic and exponential functions and their inverse relations, and ability to apply concept of functions for problem solving and several kinds of applied problems.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in Foundations of Calculus inclusive of the ‘met’ concepts plus: an intuitive understanding of the concept of limit and knowledge of the historical development of algebra, trigonometry and the function concept.</p>

2. Algebra and Trigonometry (Standard 8)

Not Met	Met	Distinguished

<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills listed in the “met” column.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence of to address a range of knowledge and skills in Algebra and Trigonometry, such as: relationships and procedures used for the operations involving integers, rational, real and complex numbers; procedural fluency with all number systems; procedural fluency with algebraic expressions and can apply these skills to solving problems involving polynomials, rational expressions, linear and quadratic equations; the coordinate system and how it is used as a graphing tool to solve problems; ability to set up and solve problems using algebraic equations; competence with the trigonometric functions: sine, cosine and tangent and use them to solve problems involving the sides and angles of right-angle triangles; and, solve applied problems using trigonometry.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in Algebra and Trigonometry, such as: relationships and procedures used for the operations involving integers, rational, real and complex numbers; procedural fluency with all number systems; procedural fluency with algebraic expressions and can apply these skills to solving problems involving polynomials, rational expressions, linear and quadratic equations; the coordinate system and how it is used as a graphing tool to solve problems; ability to set up and solve problems using algebraic equations; competence with the trigonometric functions: sine, cosine and tangent and use them to solve problems involving the sides and angles of right-angle triangles; and, solve applied problems using trigonometry.</p>
--	--	--

3. Geometry (Standard 9)

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills listed in the “met” column.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in Geometry, such as: ability to visualize and analyze relationships of geometric shapes, structures and properties; knowledge of the core concepts of Euclidean geometrics of two and three dimensions; understands the roles of axiomatic systems and formal proof in geometry:</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in Geometry inclusive of the ‘met’ concepts plus: knowledge of non-Euclidean geometry; and competence with equations of lines and planes in three-dimensional coordinate geometry.</p>

	congruence, similarity, symmetry; understands coordinate geometry and how it can be used to solve problems; ability to find areas of two-dimensional shapes and ability to find volumes of three-dimensional shapes and structures.	
--	---	--

4. Abstract & Discrete Mathematics (Standard 6)

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills listed in the “met” column.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in Abstract and Discrete Mathematics, such as: basic rules of propositional logic, including equivalence and tautology, and rules of inference; various methods of proof, including proof by cases, contradiction, and contrapositive argument; competent in the use and application of mathematical induction; basic set theory, including algebra of sets and the pick-a-point method of proof involving sets; relations and their properties, operations on and with relations, and functions as special types of relations; equivalence relations, equivalence classes, and partitions induced by equivalence relations; and cardinality of sets, able to distinguish between denumerable and uncountable sets, understands infinite cardinal numbers.	The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in Abstract & Discrete Mathematics inclusive of the ‘met’ concepts plus emerging knowledge in the following: graphs and/or trees; a proof that the unit interval is uncountable; proof that Irrational numbers exist; proof that the Rational numbers are countable; and partially ordered sets.

5. Linear Algebra (Standard 8)

Not Met	Met	Distinguished
----------------	------------	----------------------

<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills listed in the “met” column.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in Linear Algebra, such as: understands basic properties of matrices (such as, dimension, nonsingular, symmetric) and is competent performing algebraic computations on and with matrices; competent performing Gaussian Elimination and using this technique to solve systems of linear equations; competent finding the inverse of a matrix, where applicable; understands elementary matrices and their relationship to the Reduced-Row Echelon form and inverse of a matrix; understanding of vector spaces, including subspaces, linear independence, basis, and dimension; understands linear transformations, including image, kernel, inverse transformation, and matrix representations; competence computing the determinant of a square matrix, understanding its properties and uses; and competence computing the eigenvalues and eigenvectors of a matrix, where applicable.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in Linear Algebra inclusive of the ‘met’ concepts plus emerging knowledge in the following: orthogonal subspaces in R^n and how to compute them; the Singular Value Decomposition; and Positive Definite matrices.</p>
--	--	--

6. Mathematical Probability (Standard 10)

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills listed in the “met” column.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in Mathematical Probability, such as: understands basic definitions and properties of probability and probability distributions; competence using rules of counting to compute</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in Mathematical Probability inclusive of the ‘met’ concepts plus emerging knowledge in the following: Chebyshev’s Theorem;</p>

	<p>probabilities under an equal probability model; understands the concept of independent events, conditional probability, and use of Bayes Theorem; competence computing the mean, variance, and higher moments of both discrete and continuous random variables, directly; competence computing the mean and variance of both discrete and continuous random variables using moment -generating functions; understands the context in which use of the following discrete distributions are appropriate: the binomial, negative binomial, hypergeometric, uniform, and Poisson; competence computing probabilities based on the binomial, normal, and gamma distributions; competence computing joint and marginal probabilities; and competence understanding and using the Central Limit Theorem.</p>	<p>And distributions of sums of two general random variables (convolutions).</p>
--	---	--

7. Mathematical Statistics (Standard 10)

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills listed in the “met” column.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in Mathematical Statistics, such as: methods of parameter (point) estimation, including the method of maximum likelihood; properties of parameter estimators, including unbiased, sufficient, and minimum -variance; basic data summary statistics, including the mean, median, and sample standard deviation; competence computing confidence intervals for means, proportions, and variances; simple linear</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in Mathematical Statistics inclusive of the ‘met’ concepts plus emerging knowledge in the following: tests for use with $r \times c$ contingency tables (chi-square tests); two -way analysis of variance models and test procedures; Goodness-of-fit test procedures; Bayesian Statistics; and Chebyshev’s Theorem</p>

	<p>regression analysis, including model checking techniques; competence performing hypothesis tests for means, proportions, and variances, including use and interpretation of p -values; understands the context in which the following distributions are appropriate: t-distribution, chi -square, normal, and F-distribution; and appropriate use of nonparametric test procedures.</p>	
--	--	--

Checkpoint I: Content Area Reflection Paper, K–12 French/Spanish

Directions: See also above general directions for content area reflection paper. Directions here are relevant for the K-12 French/Spanish-specific content area categories for the content area reflection paper.

At least two artifacts should be included for each content area category below. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each K-12 French/Spanish content area category below to inform your reflection.

K-12 French/Spanish Content Area Categories

1. Successful oral communication and comprehension in the target language (Standards 1,2,5)
2. Successful written communication in the target language (Standards 1,3,5)
3. Understanding of target language cultures (Standard 5)

Criteria for K-12 French/Spanish Content Area Categories

1. Successful oral communication and comprehension in the target language (Standards 1,2,5)

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in successful oral communication and comprehension in the target language, such as: conjugation, aspect, agreement, mood significantly hinder communication of ideas; limited to no understanding of difference between formal and informal speech; pronunciation is difficult to understand for native and non-native speakers; inability to understand simple conversational use of the target language; weak knowledge of basic vocabulary with limited ability to compensate; little to no awareness of idioms.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in successful oral communication and comprehension in the target language, such as: ability to narrate and describe in present, past, future; errors in conjugation, aspect, agreement, mood, without impacting overall comprehension; understanding of formal and informal speech (tu/tú, vous/Ud.); pronunciation can be understood by a native speaker, although there may be some need to clarify; listening comprehension is adequate to understand routine or familiar communicative situations; knowledge of basic vocabulary adequate for daily situations and ability to circumlocute to overcome lack of specific vocabulary; and awareness of idiomatic expressions.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in successful oral communication and comprehension in the target language, such as: narrates and describes in present, past, future, with minimal errors in conjugation, aspect, agreement, mood and syntax; successfully uses informal and formal speech patterns; pronunciation is clear and easy for a native speaker to understand; listening comprehension extends to more complex conversations and situations (such as in another discipline); knowledge of specific vocabulary for a variety of</p>

		situational uses; and successfully uses some idiomatic expressions.
--	--	---

2. Successful written communication in the target language (Standards 1,3,5)

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in writing in the target language. Significant errors of grammar, word choice and/or spelling hinder comprehension.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in successful written communication in the target language by: writing on familiar topics, demonstrating general knowledge of grammar in the target language and using adequate vocabulary, with good use of a dictionary to avoid errors in spelling and semantics.	The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in successful written communication in the target language by: writing on a variety of topics; demonstrating strong knowledge of grammar in the target language; demonstrating strong command of vocabulary and appropriate idiomatic expressions; and minimal errors in spelling and punctuation.

3. Understanding of target language cultures (Standard 5)

Not Met	Met	Distinguished
The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to demonstrate sensitivity and/or curiosity related to cultural differences or presents erroneous information related to cultural topics.	The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in understanding of target language cultures through: awareness of and respect for cultural differences and rudimentary knowledge of cultural topics (such as history, literature, art, music, film, social mores, politics, etc.).	The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in understanding of target language cultures by: exploring cultural differences through research or cultural encounters; and demonstrates more advanced knowledge of cultural topics (such as history, literature, art, music, film, social mores, politics, etc.).

Checkpoint I: Content Area Reflection Paper, K-12 Music

Directions: See also above general directions for content area reflection paper. Directions here are relevant for the K-12 Music-specific content area categories for the content area reflection paper.

At least two artifacts should be included for each content area category below, of which at least one should come from the courses listed as required. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each K-12 Music content area category below to inform your reflection.

K-12 Music Content Area Categories

1. Music Performance (Standards 1, 2, 4)
2. Music Theory (Standards 1, 2,4)
3. Music History/Culture (Standards 1, 3, 4)

Criteria for K-12 Music Content Area Categories

1. Music Performance (Standards 1, 2, 4)

Relevant required courses: MUSE 111, 112, 211, piano applied lessons

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in music performance, specifically: comprehending the theoretical background of the 6 elements on the piano proficiency examination: 1) Chromatic choral accompaniment; 2) Score transposition; 3) Open score piano reading; 4) Rote song performance without music-melody and harmony; 5) Fake book reading; and 6) sight -reading; performing each of the six performance elements successfully.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in music performance, specifically: comprehending the theoretical background of the 6 elements on the piano proficiency examination: 1) Chromatic choral accompaniment; 2) Score transposition; 3) Open score piano reading; 4) Rote song performance without music-melody and harmony; 5) Fake book reading; and 6) sight -reading; performing each of the six performance elements successfully.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in music performance, specifically: comprehending the theoretical background of the 6 elements on the piano proficiency examination: 1) Chromatic choral accompaniment; 2) Score transposition; 3) Open score piano reading; 4) Rote song performance without music-melody and harmony; 5) Fake book reading; and 6) sight -reading; performing each of the six performance elements successfully.</p>

2. **Music Theory** (Standards 1, 2,4)

(Relevant required courses:: MUSE 251, 252, 351, 352)

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in music theory, such as: demonstrating comprehension of theoretical components necessary to compose at a fundamental level; exhibiting a level of craft that shows sustained care and a sense of completion; demonstrating creativity in composition.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in music theory, such as: demonstrating comprehension of theoretical components necessary to compose at a fundamental level; exhibiting a level of craft that shows sustained care and a sense of completion; demonstrating creativity in composition.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in music theory, such as: demonstrating comprehension of theoretical components necessary to compose at a fundamental level; exhibiting a level of craft that shows sustained care and a sense of completion; demonstrating creativity in composition.</p>

3. Music History/Culture (Standards 1, 3, 4)
 Relevant required courses: MUSE 217, 360, 361

Not Met	Met	Distinguished
----------------	------------	----------------------

<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence of a range of knowledge and skills in the area of music history/culture, such as: recognizing the cultural and historical importance of music; articulating awareness of the role of institutions in the shaping of the history of music; defining the links between form and content in works of music; performing analysis of works of music in written and oral forms; performing cultural and historical interpretation of works of music; writing papers with strong thesis statements and good historical awareness, with clarity of argument and depth of research.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence of the candidate's adequate a range of knowledge and skills in the area of music history/culture, such as: recognizing the cultural and historical importance of music; articulating awareness of the role of institutions in the shaping of the history of music; defining the links between form and content in works of music; performing analysis of works of music in written and oral forms; performing cultural and historical interpretation of works of music; writing papers with strong thesis statements and good historical awareness, with clarity of argument and depth of research.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence of a range of knowledge and skills in the area of music history/culture, such as: recognizing the cultural and historical importance of music; articulating awareness of the role of institutions in the shaping of the history of music; defining the links between form and content in works of music; performing analysis of works of music in written and oral forms; performing cultural and historical interpretation of works of music; writing papers with strong thesis statements and good historical awareness, with clarity of argument and depth of research.</p>
--	--	--

Checkpoint I: Content Area Reflection Paper, K–12 Visual Arts

Directions: See also above general directions for content area reflection paper. Directions here are relevant for the K-12 Visual Arts-specific content area categories for the content area reflection paper.

At least two artifacts should be included for each content area category below, of which at least one should come from the courses listed as required. Refer to the general rubric criteria for all content area reflection papers (above) as well as the criteria for each K-12 Visual Arts content area category below to inform your reflection.

K-12 Visual Arts Content Area Categories

1. History and Culture (Standards 2, 5, 6)
2. Materials and Techniques (Standards 2, 3, 4)
3. Style and Expression (Standards 1, 2, 3, 4)

Criteria for K-12 Visual Arts Content Area Categories

1. History and Culture (Standards 2, 5, 6)
Relevant required courses: Art 110, 212, 218, 349, 360

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in recognizing the cultural and historical importance of art, perceiving links between form and content, performing visual analysis of works of art.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in recognizing the cultural and historical importance of art, defining links between form and content in works of art, performing visual analysis of works of art in written and oral forms, writing a properly researched and cited paper using the vocabulary of art history that contains an adequate thesis.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in recognizing the cultural and historical importance of art, articulating awareness of the role of institutions in the shaping of the history of art, defining the links between form and content in works of art, performing visual analysis of works of art in written and oral forms, performing cultural and historical interpretation of works of art, writing papers with strong thesis statements and good historical awareness, with clarity of argument and depth of research.</p>

2. Materials and Techniques (Standards 2, 3, 4)

Relevant required courses: ART 130, 131, 133, 230, 231, 232, 233, 236, 242, 330, 331, 333, 335, 342, 343, 344

Not Met	Met	Distinguished
<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in utilizing properties of drawing and the elements of design and engaging fundamental techniques in art, combining media effectively, using techniques appropriate to concepts being expressed, demonstrating awareness of links between materials and techniques and the communication of ideas.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in demonstrating technical proficiency in drawing and design, exhibiting a level of craft that shows sustained care, demonstrating a commitment to improvement, choosing materials and techniques to effectively express ideas.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in demonstrating technical proficiency extending to a variety of media, including drawing and design and at least one other medium, exhibiting a level of craft that shows sustained care and a sense of completion, exhibiting proficiency of technique that forefronts issues or concepts, pushing the limits of technique to expand expressive capabilities of media with a creative sense of experimentation.</p>

3. Style and Expression (Standards 1, 2, 3, 4)

Relevant required courses: ART 130, 131, 133, 230, 232, 233, 236, 242, 330, 331, 333, 335, 342, 343, 344, 481

Not Met	Met	Distinguished
---------	-----	---------------

<p>The content-area reflection paper does not describe in sufficient detail and/or has provided insufficient evidence to address a range of knowledge and skills in communicating through visual forms, making formal choices appropriate for subject matter or source material, working in abstract and representational modes, articulating why stylistic and technical choices were made.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient evidence to address a range of knowledge and skills in organizing a composition to effectively express an idea or emotion, making formal choices appropriate to subject matter and source material, working in abstract and representational modes, generating creative ideas for artistic expression, articulating reasoning behind technical and stylistic choices.</p>	<p>The content-area reflection paper describes in sufficient detail and provides sufficient and compelling evidence to address a range of knowledge and skills in organizing a composition to effectively express an idea or emotion, making formal choices appropriate to subject matter and source material, working in abstract and representational modes, demonstrating originality and creative thinking in generating works with a personal style in a chosen medium, articulating reasoning behind technical and stylistic choices in art.</p>
--	---	--