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| Course: | Tomorrow’s Teachers-Unit 1 Experiencing Learning (Awareness and Reflection; Styles and Needs) |
| Score 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. |
| Score 3 | The student will:   * Create a “Me from All Angles” Mobile * Create a coat of arms/shield on values * Five minute oral presentation about him/herself * Four paragraph paper that represents him/herself * Autobiographical essay that includes success as a learner, as an individual, as a community member, and two other successes that are meaningful to the student. |
| Score 2 | * The student will recognize or recall specific vocabulary, such as: self-esteem, values, and self-concept. * Evaluate themselves as diverse individuals, learners, and community members * Be an active participant in all discussions in the classroom * Analyze strengths areas for improvement as learners * State the importance of self-esteem in learning and it’s contributing factors. * Write in journal important points about self-esteem |
| Score 1 | With help, partial success at score 2.0 content and score 3.0 content |
| Score 0 | Even with help, no success |

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| Course: | Tomorrow’s Teachers-Experiencing Learning (Awareness and Reflection; Styles and Needs) |
| Score 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. |
| Score 3 | The student will:   * State the various learning styles * Identify the physical stages of learners. * Identify the cognitive stage of development. * Identify the challenges and rewards of working with special needs students. * Identify the need for greater understanding and sensitivity for disabled students. * Identify the psychosocial stages of development. * Complete reflections on FAT City and the Acorn People * Observation and written reflections in a preschool and special needs classroom. |
| Score 2 | The student will recognize or recall specific vocabulary, such as:   * *diversity, culture, gender bias, learning style, intelligence, gifted and talented, learning disability, mainstream, inclusion, autism, attention-deficit/hyperactivity disorder (ADHD), emotional/behavioral disorder, traumatic brain injury, gifted, orthopedic, impairment, visually impaired, cognitive development, psychosocial development.* * Discuss special needs and adapted teaching strategies. * Be an active participant in classroom discussions and activities * Write in journal important points about special needs and adaptive teaching strategies. |
| Score 1 | With help, partial success at score 2.0 content and score 3.0 content |
| Score 0 | Even with help, no success |