

**Level 2 Assessment**  
 Scoring Rubric  
 Secondary Mathematics Education

**Directions.** This assessment is to be presented as a portfolio of work given to the mathematics education faculty during the semester immediately before student teaching. Spring semester due approximately May 15, Fall semester due approximately December 15.

Each secondary mathematics education candidate should submit a minimum of five artifacts demonstrating proficiency in the NCTM/NCATE standards. Artifacts are to be numbered consecutively and should be referred to by number (e.g. Artifact 1, Artifact 2, etc.). The candidate, prior to submission, should complete the matrix, indicating which artifacts the candidate believes demonstrate the named standard.

The candidate should also include a reflection that discusses each of the standards and relevant artifacts, explaining how each demonstrates a level of proficiency in that standard.

A candidate must earn a minimum score of 1 on **each** part of the content (2 or more) and pedagogy sections (4 or more). A prescriptive plan will be provided for any student not meeting this requirement. Once the plan is completed, the candidate will be reassessed to insure preparedness for student teaching.

**Artifacts and Standards Correlation Chart**

Standard	Artifact(s)
<b>Content Knowledge:</b> knowledge of major concepts of secondary mathematics (algebra, geometry, trigonometry, statistics)	
<b>Content Knowledge:</b> knowledge of major concepts of post-secondary mathematics (calculus, statistics, abstract algebra, discrete mathematics, history of mathematics)	
<b>Pedagogical Skills:</b> ability to execute and plan units and lessons that have a conceptual focus, address the needs of diverse students, require active participation by learners, and reflect state mathematics educational expectations	
<b>Pedagogical Skills:</b> ability to execute and plan a lesson that involves applications of mathematics to the real world and that utilizes technology as an essential tool for understanding mathematics	
<b>Student Learning:</b> ability to create a positive environment that supports learning by teaching accurate content with a conceptual focus with diverse strategies and methodologies.	
<b>Student Learning:</b> ability to assess and evaluate student learning through a variety of assessment tools.	