

History/Social Science Education - Program Specific Items - Each academic area assesses five items in addition to the 10 InTASC standards.

Item	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
<i>The teacher candidate...</i>								1/3	2/3
Identifies broad, conceptual questions to shape thematic approaches to history/social science.	Fosters student understanding by integrating themes across all curricular scales (lesson, unit, course) and effectively assesses student application.	In addition to rating of "3" for performance, partial success at rating of "4"	Links themes from the lesson to the unit level to develop students' application through higher order Bloom's taxonomy activities.	In addition to rating of "2" for performance, partial success at rating of "3"	Identifies one or two themes per unit as supplements to lower-order Bloom's taxonomy expectations of students.	With assistance, partial success at rating of "2"	Focuses on data recall and superficial content in assessing student understanding.		
Identifies and interprets primary sources, engages students with these sources, and integrates documents into the course content.	Integrates primary source documents as meaningful and regular components of classroom activities fostering student analytical thought.		Regularly introduces primary sources as supplements to course materials.		Identifies primary sources that support course content.		Relies upon secondary sources to illustrate course content.		
Thinks as a historian and/or social scientist and guides students in developing those perspectives.	Incorporates analytical or creative activities that require students to corroborate and support thesis-driven arguments (corroborating heuristics).		Develops questioning activities that foster student analytical and critical thinking on social studies topics.		Incorporates reflection and superficial analysis as elements of student assignments.		Accepts and encourages students to accept assertions from texts and authoritative sources with little or no effort to corroborate or challenge them.		
Identifies and uses resources, and assists students in locating and using resources appropriate to course content.	Integrates research and documentation practices that conform with professional standards (sourcing heuristics) throughout the curriculum.		Incorporates at least one activity that requires professional standards of sourcing and citation.		Acts to restrict plagiarism, but relies upon and permits students to cite poorly documented sources (including wikis).		Relies upon and permits students to cite anecdotal or poorly documented sources (including wikis), or fails to address plagiarism.		
Integrates state and national History/Social Science standards in curricular development and teaching.	Integrates standards in a concerted fashion across all curricular scales (lesson, unit, course).		Integrates standards at the lesson and unit levels to meet state requirements.		Incorporates standards only at the unit or lesson level, without consistency.		Fails to incorporate standards into planning.		
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating	
An overall mean score rating will be calculated for the section. If you are not able to make a fair assessment, you may decide to not enter a rating in a specific section.									