Tier 3 Addendum Science

IPTS Standard	0	1 - Unsatisfactory	2 – Basic	3 – Proficient	4 - Exceptional
			Expected Range		
NSTA 1a) understands the relationship of knowledge within the discipline to other disciplines content areas and to life applications	Not Observed	The candidate does not understands the relationship of knowledge within the discipline to other disciplines content areas and to life applications	Occasionally the candidate demonstrates understanding the relationship of knowledge within the discipline to other disciplines content areas and to life applications	The candidate understands the relationship of knowledge within the discipline to other disciplines content areas and to life applications	The candidate understands the relationship of knowledge within the discipline to other disciplines content areas and to life applications Learners are encouraged to see relationship across disciplines, teacher engages learners in applying content knowledge and skills in authentic contexts
Understand the central concepts of the supporting disciplines and the supporting role of science specific technology. (NSTA 1b)		Does not demonstrate an understanding of the central concepts of the supporting disciplines and the supporting role of science specific technology.	Demonstrates a limited understanding of the central concepts of the supporting disciplines and the supporting role of science specific technology.	Demonstrates an understanding of the central concepts of the supporting disciplines and the supporting role of science specific technology.	Demonstrates an understanding of and ability to apply in practice the central concepts of the supporting disciplines and the supporting role of science specific technology.
Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science (NSTA 2b)		Does not demonstrate the ability to plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science	Demonstrates a limited ability to plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science	Demonstrates the ability to plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science	Demonstrates the ability to plan and implement multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science
Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethic al treatment of living organisms within their licensure area.(NSTA 3d)		Does not demonstrate the ability to plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethic all treatment of living organisms within their licensure area.	Demonstrate limited ability to plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethic all treatment of living organisms within their licensure area.	Demonstrates the ability to plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethic all treatment of living organisms within their licensure area.	Demonstrates the ability to plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area. Issues related to safety are consistently and explicitly addressed.

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Design instruction and assessment strategies that confront and address naïve concepts/preconceptions (NSTA 2c).		Does not demonstrate the ability to design instruction and assessment strategies that confront and address naïve concepts/preconceptions	Demonstrate limited ability to design instruction and assessment strategies that confront and address naïve concepts/preconceptions	Demonstrates the ability to design instruction and assessment strategies that confront and address naïve concepts/preconceptions	Demonstrates the ability to design instruction and assessment strategies that confront and address naïve concepts/ preconceptions. Monitoring of student learning is regular, feedback is consistent and high quality. Formative assessment is regularly planned and used for meaningful purposes. Teacher designs or adapts a variety of formative assessments, matches learning goals with assessment tools, gives learners multiple practice assessments to promote growth, and differentiates assessments.
Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated. (NSTA 3c).		The candidates does not plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are not designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.	The candidates demonstrates limited ability to plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are occasionally designed to evaluate preconceptions and ideas that students hold and the understandings that students have formulated.	The candidates demonstrates the ability to plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are continuously designed to evaluate preconceptions and ideas that students hold and the understandings that students have formulated.	The candidates demonstrates the ability to plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are continuously designed to evaluate preconceptions and ideas that students hold and the understandings that students have formulated. The candidates accurately uses data from multiple assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction. if the learning goals are met.

Student Teacher Name: _____ **Date:** _____

University Supervisor Name: _____ **University Supervisor Signature:** _____