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Academic Affairs Assessment of Student Learning
Report for Academic Year __2018__-__2019__

Department/Program: Education (Initial Programs)
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1. Which learning outcomes did you measure this past year?

The Education Department measures every outcome every year as part of our assessment work for program approval and accreditation through the state of West Virginia and various national Specialized Professional Associations (as recognized by CAEP).

PLOs APPROVED by the Education Department in June 2018

1. Demonstrate knowledge of chosen content field(s).
2. Teach units and lessons aligned with national and state standards that address the learning needs of all students.
3. Integrate technology and twenty-first century learning tools and skills in their own teaching as well as in the learning processes of their students.
4. Exhibit behaviors of a professional teacher congruent with the conceptual framework which includes Dispositions and Teacher as a Human Developer.
5. (a) Maintain effective learning communities that value diverse abilities and talents and facilitate respect for all **and** (b) Make connections in the school and community by communicating effectively with parents and other community members to promote student learning.

2. In which course(s) were assessments conducted?

Educ 200, 227, 300, 316, 331, 423/ 426, and student teaching*

*Assessments are conducted over the entire course of the program. Only the courses noted above contain assessments that are used for CAEP accreditation purposes.

3. How did you assess the selected program learning outcomes?

Learning Outcome (PLO)	**Where Measured**	**Which Measure Used**	**Rationale**
1. Content Knowledge	At the end of the program	Praxis II Exam	These nationally normed tests can help the program compare our candidates with other candidates in the same fields.
2. Planning and Teaching	Ed 316 – first methods course	CAPT rubric – Candidate Ability to Plan and Teach	Provides an early assessment of planning and teaching
	Ed 227 – End of Sophomore year course	UDL Rubric	Provides an assessment of ability to plan to adapt instruction for students with learning needs
	Ed 331 – After 316, but before student teaching	WVTPA with students with disabilities	Provides an opportunity to improve the achievement of a student or students with disabilities.
	SCOPE	SCOPE Rubric	Provides evidence that the candidate has had sufficient positive experiences prior to student teaching so that they are ready to teach
	Student Teaching	STAR and WVTPA rubrics	Performance assessments to measure readiness for professional teaching career.
3. Technology	Educ 300 – The same semester as 316 (the first teaching methods course)	Technology Integration Rubric	Provides a measure of candidates ability to plan a unit in which technology forms an important part
	SCOPE	SCOPE portfolio presentation, evaluated by at least two faculty members using a rubric.	Assesses the degree to which candidates have used technology to enhance student learning prior to student teaching.

	Student Teaching	STAR Rubric	Assesses technology use in student teaching
4. Dispositions	Educ 200	Philosophy of Education Rubric	Provides an early assessment of Philosophy of Education – which reflects beliefs about how individuals learn, and these beliefs are dispositions.
	Educ 200	WVSU Education Candidate Dispositions Rubric	Rubric completed 5 times during a candidate's college career: self-assessment in 200; professor complete in 316, 423 or 426; and during student teaching by the University Supervisor and a self-assessment.
	Educ 316 and 426	Candidate Ability to Plan and Teach Rubric (CAPT)	Provides an overall assessment of "student-focused, role model, and member of a profession."
	SCOPE – the semester immediately before student teaching	SCOPE	Provides teaching related artifacts that show that the candidate is "student focused, a role model, and a member of a profession."
	Student Teaching	STAR	Many elements of the rubric relate to being "student focused, a role model, and a member of a profession."
5. Diversity and Community	Ed 426	CAPT	Part of the CAPT relates to management
	Ed 426	Reflection on Management	Reflection on what actions during teaching related to aspects of management.
	Student Teaching	STAR	Some of the elements of the STAR relate to management.
	Educ 426	Rubric is used to score a family connections artifact	Provides a measure of candidates' ability to design family communications *(This activity is being revamped over the course of the Spring 2020 semester and may be placed within another course).*
	Student Teaching	STAR	One of the elements of the STAR relate to family communications.

4.How many students were included in the assessment(s) of each PLO in a course?

All student enrolled in the pertinent course were included in the assessment process.

5.How were students selected to participate in the assessment of each outcome (Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?

All students were a part of the process. We do not sample.

6.In general, describe how each assessment tool (measure) was constructed (i.e. in-house, national, adapted).

Assessment Tool	**How it was constructed**
Praxis II Exam	Nationally normed tests constructed by ETS (ets.org).
STAR	Student Teaching Assessment Record: In-house, based on the WV Professional Teaching Standards. It has been revised several times. The current iteration is the Fall 2013 version.
WVTPA	The West Virginia Teacher Performance Assessment (TPA) is an instrument collaboratively developed in conjunction with WV's TEAC (Teacher Education Advisory Committee). The assessment t is completed by all candidates during the culminating internship/student teaching experience.
SCOPE Rubric	In-house. It has been revised several times. The current iteration is the Fall 2013 version with a minor change in Fall 2016 to improve the scoring of the Presentation area and bring it in line with the Oral Communications VALUE rubric. The instrument underwent a series of reliability/validity measures in December 2019 with revisions being incorporated during the Spring 2020 semester.
CAPT rubric – Candidate Ability to Plan and Teach	In-house. It has been revised several times. The current iteration is the Fall 2019 version.
Ed 300 Technology Integration Rubric	In-house. It has been revised three times. The current version is the Fall 2015 revision.
UDL Rubric	In-house. It was developed in 2011 and revised for Fall 2016. Used in EDUC 227
WVSU Education Candidate Dispositions Rubric	The instrument was originally created at the University of Connecticut. WVSU received permission to adapt the rubric during the Fall 2019 term. It is complete in 316, 423 or 426; and during student teaching by the University Supervisor and a self-assessment.

Assessment Tool	How it was constructed
Admission to Teacher Education	Admission to Teacher Education Program document. Collected at end of pre-professional phase. Created in-house.
Ed 426 Rubric scores a family communication artifact and reflection.	In-house. Developed in Fall 2013 and revised in Fall 2015.This instruction was not utilized in Fall 219 as we reviewed the program needs during this transitional year. We obtained data from another course but have recognized the need to resume collection in Ed 426 in spring 2020.

**Note: Fall 2019 served as a transition year for assessment within the WVSU Education Department. First, Dr. Burdette assumed full control as assessment coordinator after the retirement of Professor McDilda. Then during Fall 2019, numerous assessment instruments were revised as well as new assessments added. Additionally, professional standards for several of our content areas (Elementary, PE, MEIL) have shifted over the past year which has led to a redrafting of all materials (annual plans, syllabi, etc.) related to the aforementioned subject areas.*

7.Who analyzed results and how were they analyzed

The WVSU Education Department works as a unit to implement and analyze data. Dr. Stephanie Burdette (WVSU Assessment Coordinator) monitors the collections and uploading of data to LiveText. After such time, information is extracted using Excel and distributed to the department for ongoing, continuous review of programmatic endeavors. Select data sets are examined over time to ascertain trends. Beginning with the Fall 2019 semester, the department has opted to examine data each semester as opposed to yearly.

8.Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome. *Report scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.*

PLO 1: Demonstrate knowledge of chosen content field(s)

PRAXIS

Praxis II tests measure the academic skills and subject-specific content knowledge needed for teaching. The tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations. This instrument is administered by the Educational Testing Service.

These assessments allow West Virginia educators to demonstrate their knowledge of content, pedagogy and instructional skills for the classroom. These tests are important components of West Virginia's licensure and certification process and include:

- ***Praxis* Core Academic Skills for Educators (Core)** — comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs

- ***Praxis* Subject Assessments** — tests that measure general and subject-specific content knowledge that you need for beginning teaching

Education Licensure Pass Rates 2018 - 2019				
Program	# of WVSU Program Completers	# of WVSU Test Takers/ Test Attempts	% WVSU Test Takers Passing on First Attempt (provided by ETS)	% WVSU Test Takers Passing at the State Cut Score (provided by ETS)
Art Pre-K-Adult	1	1	100%	100%
Biology 9-Adult	1	1	100%	100%
Business 5-Adult	2	2	100%	100%
Chemistry 9-Adult	1	1	100%	100%
Elementary Education K-6	26			
Reading		39	69%	100%
Math		29	88%	100%
Social Studies		50	50%	100%
Science		45	54%	100%
Teaching Reading		29	88%	100%
English 5-9	0	0	0	0
English 5-Adult	3	3	100%	100%
General Science 5-Adult	0	0	0	0
Mathematics 5-9	0	0	0	0
Mathematics 5-Adult	1	1	100%	100%
Multi-Categorical K-6 or 5-Adult	5	5	100%	100%
Music Pre-K-Adult	1	1	100%	100%
Reading K-6 or 5-Adult	0	0	0	0
Social Studies 5-9	0	0	0	0
Social Studies 5-Adult	2	2	100%	100%
Wellness Pre-K-Adult	0	0	0	0
PLT	38 *36 Takers	37	97%	100%
(ETS) Content Specialization Test for these Content Specializations				

Review of the Praxis data has revealed that many of our elementary education candidates are struggling in their efforts to successfully attain a passing score on their first attempt in the subcategories of reading, social studies and science.

PLO 2: Teach units and lessons aligned with national and state standards that address the learning needs of all students.

WVTPA: The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all candidates during the culminating internship/student teaching experience. The TPA requires that teacher candidates draw on pedagogical and content pedagogical knowledge to plan and deliver instruction that builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of student impact.

The TPA includes seven performance tasks that have been identified from research and best practice as fundamental to improving student learning. Professional standards and rubrics define and frame performance on each teaching process. Candidates are required to plan and teach a unit (consisting of a minimum of 3-5 lessons). Before beginning to teach the unit, candidates identify and describe contextual factors, formulate learning goals based on state and national content standards and prior research-based decisions on student performance, develop an assessment plan to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction, and design an instructional plan. During instruction, candidates will videotape and analyze teaching episodes. After teaching the unit, candidates will analyze student learning, report on student progress toward the learning goals, and reflect upon and evaluate teaching as related to student learning.

The TPA is evaluated by university-based faculty. The four-point rating scale on each rubric reflects the same descriptors you will see as a beginning teacher in West Virginia. The scoring on the TPA uses the same scale used for evaluating in-service teachers in West Virginia.

Candidates must score "Emerging" or "2 points" on each descriptor in each rubric in order to satisfactorily complete the TPA. Candidates who score an "Unsatisfactory" or "1 point" on any item will be required to remediate and/or re-do the TPA. Additionally, in cases where the candidate left out a Task component of the TPA, the judgment of the faculty will determine how the candidate is to remediate the issue. Your performance on the TPA will be used to provide evidence for program completion. In addition, the completed document can be used to showcase your qualifications as an applicant for a teaching position.

Candidates include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that you taught. Each of these are a required part of the TPA. If one or more sections are omitted, you will be required to remediate and re-do the TPA. Any references to another person's ideas or material in your narrative must include a citation for each source at the end of each task. Any standard form for references may be used; however, the American Psychological Association (APA) style is recommended.

The outline for your Teacher Performance Assessment is as follows:

TASK 1: Contextual Factors

TASK 2: Standards and Goals

TASK 3: Assessment Plan

TASK 4: Design for Instruction

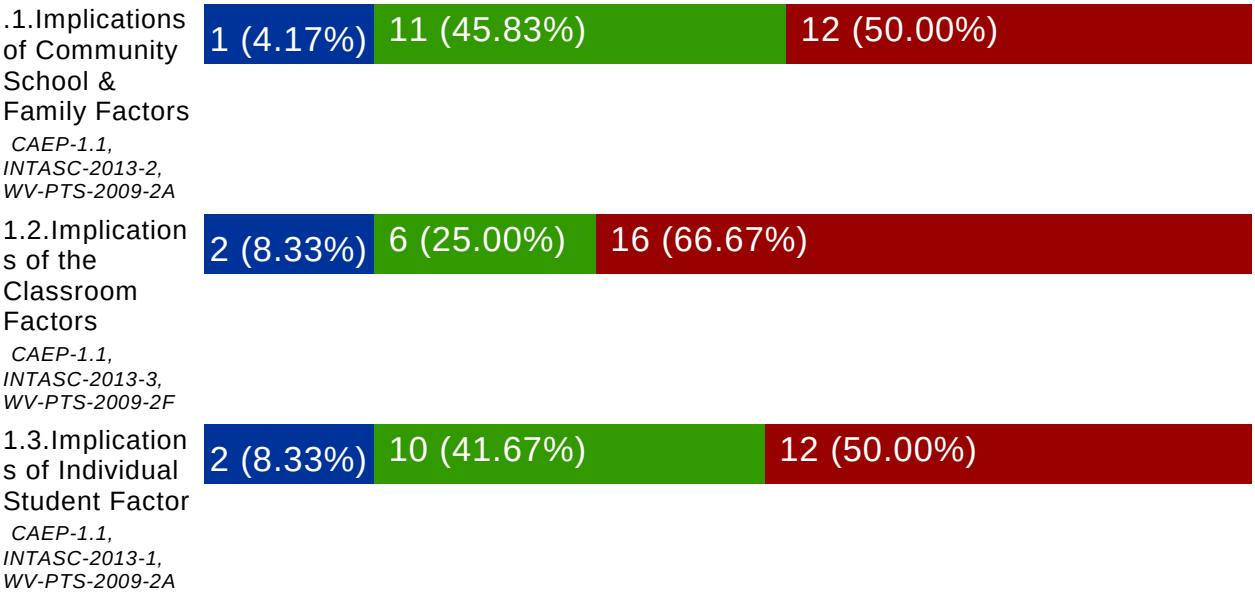
TASK 5: Implementation and Reflection on Daily Instruction

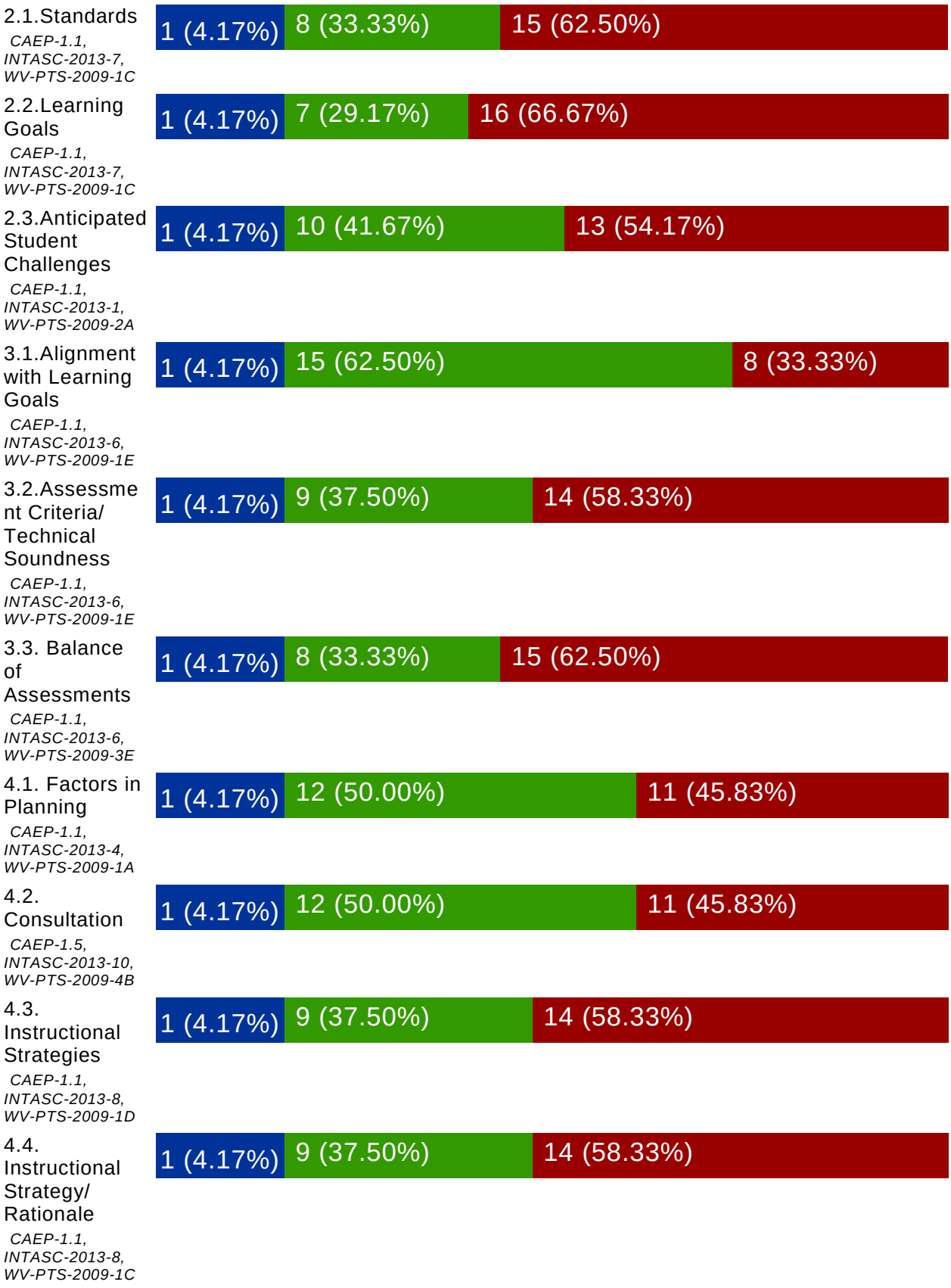
TASK 6: Impact on Student Learning

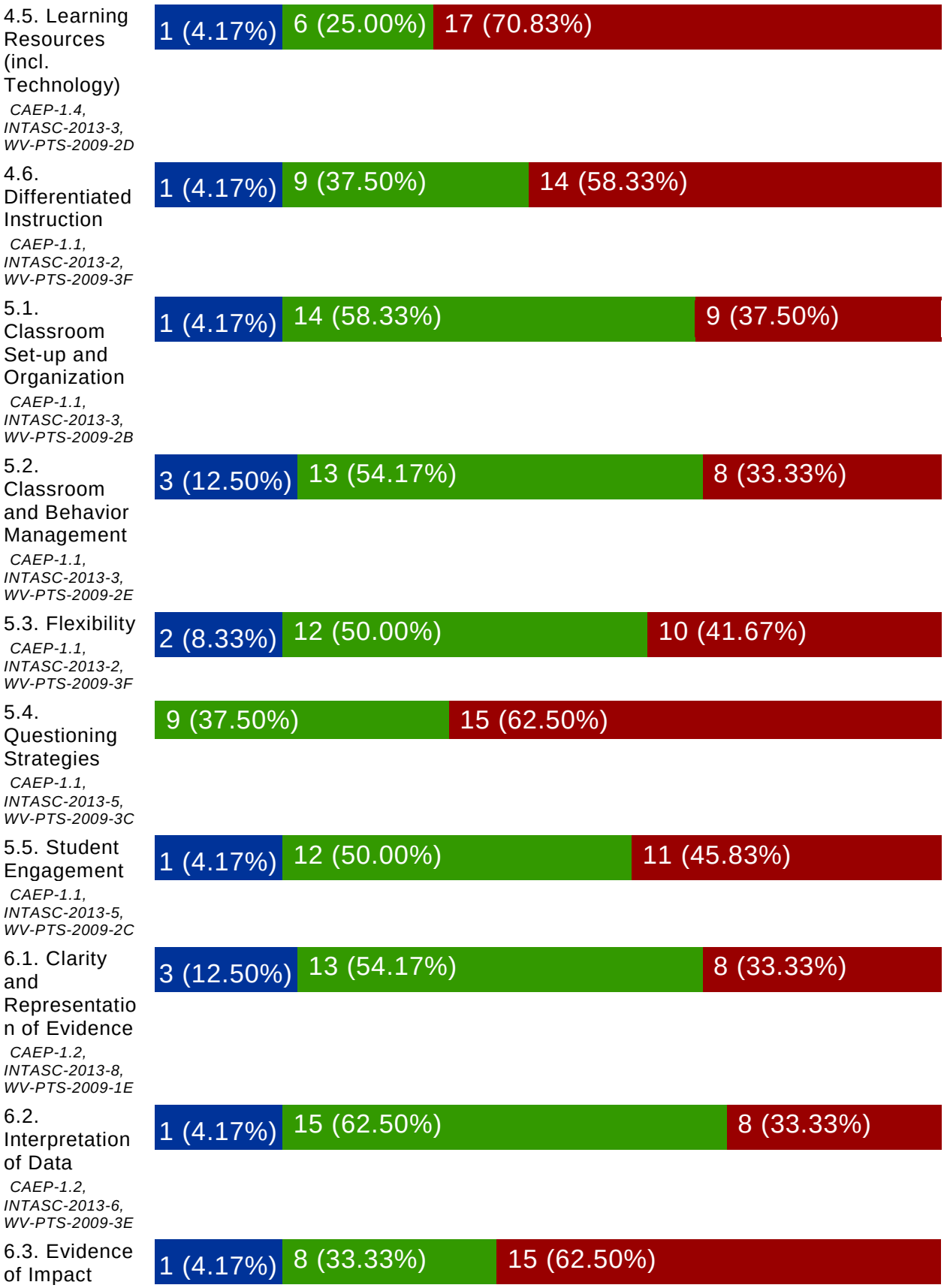
TASK 7: Reflection and Self-Evaluation

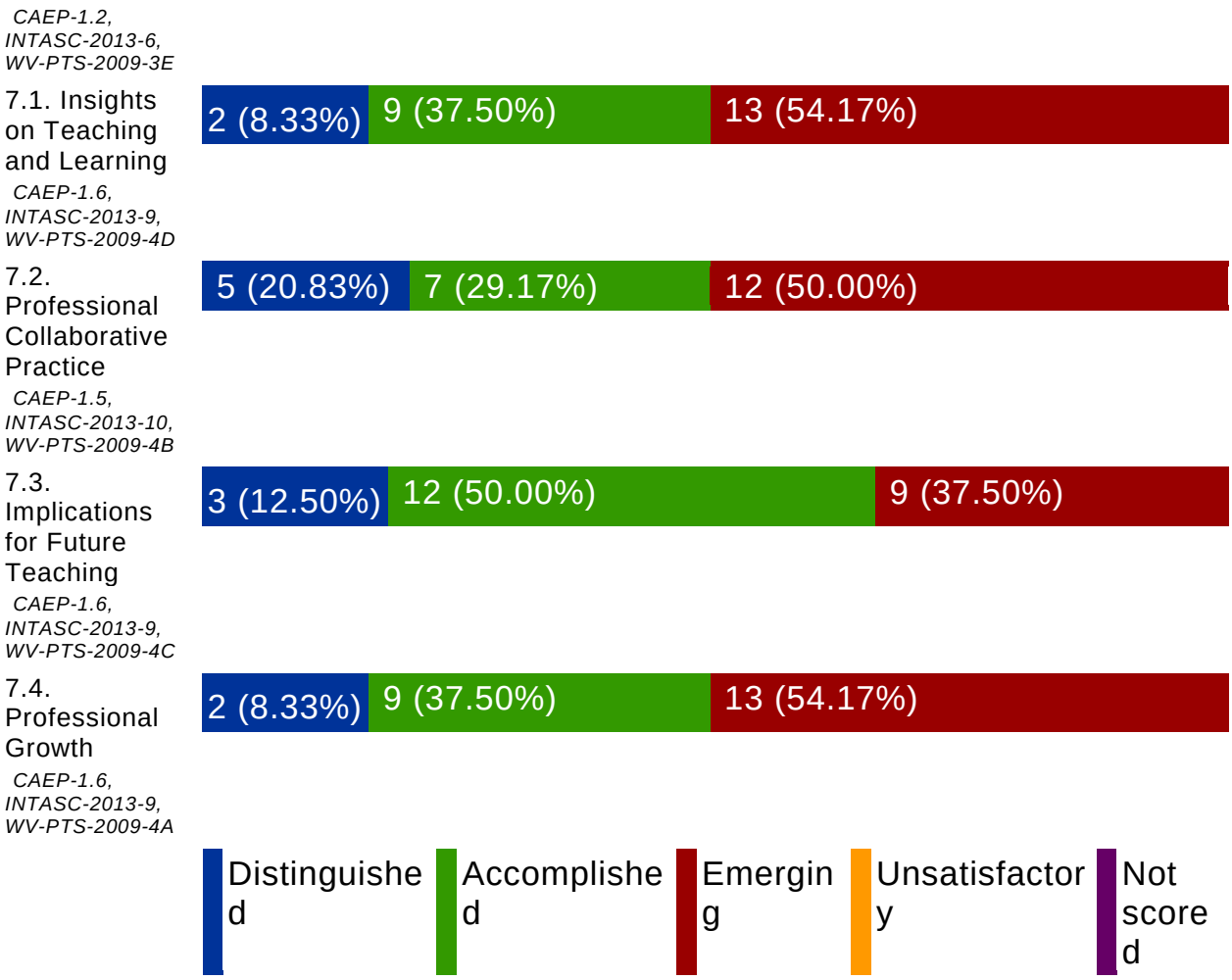
The graphic below provides a breakdown of the Spring 2019 WVTPA data for the 24 candidates who were assessed.

Spring 2019 WVTPA DATA




2.1.Standards
CAEP-1.1, INTASC-2013-7, WV-PTS-2009-1C
1 (4.17%)
8 (33.33%)
15 (62.50%)
2.2.Learning Goals
CAEP-1.1, INTASC-2013-7, WV-PTS-2009-1C
1 (4.17%)
7 (29.17%)
16 (66.67%)
2.3.Anticipated Student Challenges
CAEP-1.1, INTASC-2013-1, WV-PTS-2009-2A
1 (4.17%)
10 (41.67%)
13 (54.17%)
3.1.Alignment with Learning Goals
CAEP-1.1, INTASC-2013-6, WV-PTS-2009-1E
1 (4.17%)
15 (62.50%)
8 (33.33%)
3.2.Assessment Criteria/ Technical Soundness
CAEP-1.1, INTASC-2013-6, WV-PTS-2009-1E
1 (4.17%)
9 (37.50%)
14 (58.33%)
3.3. Balance of Assessments
CAEP-1.1, INTASC-2013-6, WV-PTS-2009-3E
1 (4.17%)
8 (33.33%)
15 (62.50%)
4.1. Factors in Planning
CAEP-1.1, INTASC-2013-4, WV-PTS-2009-1A
1 (4.17%)
12 (50.00%)
11 (45.83%)
4.2. Consultation
CAEP-1.5, INTASC-2013-10, WV-PTS-2009-4B
1 (4.17%)
12 (50.00%)
11 (45.83%)
4.3. Instructional Strategies
CAEP-1.1, INTASC-2013-8, WV-PTS-2009-1D
1 (4.17%)
9 (37.50%)
14 (58.33%)
4.4. Instructional Strategy/ Rationale
CAEP-1.1, INTASC-2013-8, WV-PTS-2009-1C
1 (4.17%)
9 (37.50%)
14 (58.33%)


4.5. Learning Resources (incl. Technology)
CAEP-1.4, INTASC-2013-3, WV-PTS-2009-2D
1 (4.17%)
6 (25.00%)
17 (70.83%)
4.6. Differentiated Instruction
CAEP-1.1, INTASC-2013-2, WV-PTS-2009-3F
1 (4.17%)
9 (37.50%)
14 (58.33%)
5.1. Classroom Set-up and Organization
CAEP-1.1, INTASC-2013-3, WV-PTS-2009-2B
1 (4.17%)
14 (58.33%)
9 (37.50%)
5.2. Classroom and Behavior Management
CAEP-1.1, INTASC-2013-3, WV-PTS-2009-2E
3 (12.50%)
13 (54.17%)
8 (33.33%)
5.3. Flexibility
CAEP-1.1, INTASC-2013-2, WV-PTS-2009-3F
2 (8.33%)
12 (50.00%)
10 (41.67%)
5.4. Questioning Strategies
CAEP-1.1, INTASC-2013-5, WV-PTS-2009-3C
9 (37.50%)
15 (62.50%)
5.5. Student Engagement
CAEP-1.1, INTASC-2013-5, WV-PTS-2009-2C
1 (4.17%)
12 (50.00%)
11 (45.83%)
6.1. Clarity and Representation of Evidence
CAEP-1.2, INTASC-2013-8, WV-PTS-2009-1E
3 (12.50%)
13 (54.17%)
8 (33.33%)
6.2. Interpretation of Data
CAEP-1.2, INTASC-2013-6, WV-PTS-2009-3E
1 (4.17%)
15 (62.50%)
8 (33.33%)
6.3. Evidence of Impact
1 (4.17%)
8 (33.33%)
15 (62.50%)



During the Fall 2019 semester, there were 21 student teaching candidates who were assessed using the WVTPA instrument. The results of the Fall 2019 data are displayed below.

Fall 2019 WVTPA Data

CAEP-1.1, INTASC-2013-3, WV-PTS-2009-2F

1.3.Implications of Individual Student Factor

CAEP-1.1, INTASC-2013-1, WV-PTS-2009-2A

2.1.Standards

CAEP-1.1, INTASC-2013-7, WV-PTS-2009-1C

2.2.Learning Goals

CAEP-1.1, INTASC-2013-7, WV-PTS-2009-1C

2.3.Anticipated Student Challenges

CAEP-1.1, INTASC-2013-1, WV-PTS-2009-2A

3.1.Alignment with Learning Goals

CAEP-1.1, INTASC-2013-6, WV-PTS-2009-1E

3.2.Assessment Criteria/ Technical Soundness

CAEP-1.1, INTASC-2013-6, WV-PTS-2009-1E

3.3. Balance of Assessments

CAEP-1.1, INTASC-2013-6, WV-PTS-2009-3E

4.1. Factors in Planning

CAEP-1.1, INTASC-2013-4, WV-PTS-2009-1A

4.2. Consultation

CAEP-1.5, INTASC-2013-10, WV-PTS-2009-4B

4.3. Instructional Strategies

CAEP-1.1,

INTASC-2013-8, WV-PTS-2009-1D

4.4. Instructional Strategy/ Rationale

CAEP-1.1, INTASC-2013-8, WV-PTS-2009-1C

4.5. Learning Resources (incl. Technology)

CAEP-1.4, INTASC-2013-3, WV-PTS-2009-2D

4.6. Differentiated Instruction

CAEP-1.1, INTASC-2013-2, WV-PTS-2009-3F

5.1. Classroom Set-up and Organization

CAEP-1.1, INTASC-2013-3, WV-PTS-2009-2B

5.2. Classroom and Behavior Management

CAEP-1.1, INTASC-2013-3, WV-PTS-2009-2E

5.3. Flexibility

CAEP-1.1, INTASC-2013-2, WV-PTS-2009-3F

5.4. Questioning Strategies

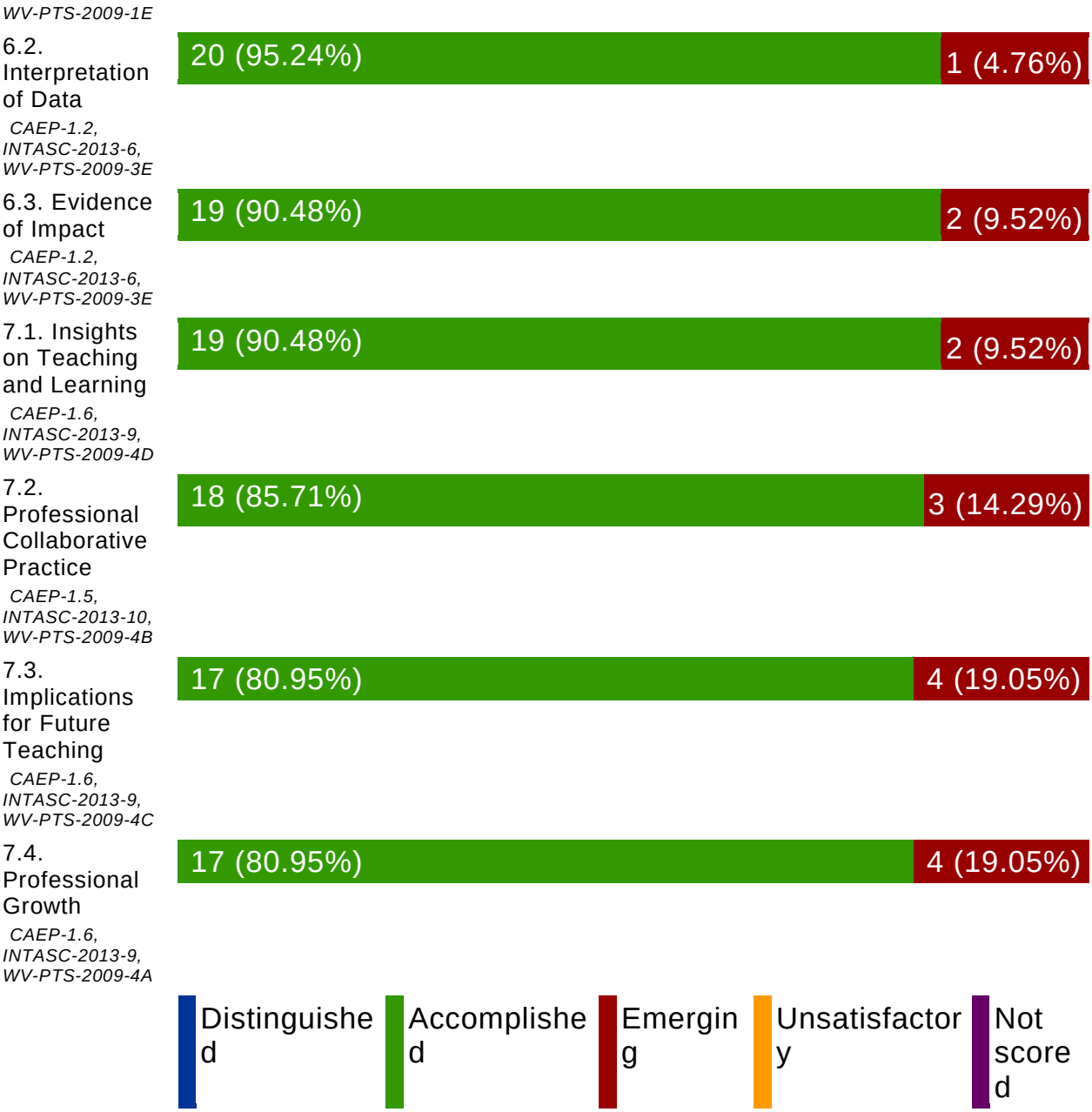
CAEP-1.1, INTASC-2013-5, WV-PTS-2009-3C

5.5. Student Engagement

CAEP-1.1, INTASC-2013-5, WV-PTS-2009-2C

6.1. Clarity and Representation of Evidence

CAEP-1.2, INTASC-2013-8,



A comparison of Spring 2019 and Fall 2019 data reveals that there were fewer students who attained scores within the distinguished category. However, there was an increase in the overall average number of students who performed solidly within the Accomplished category. There were no candidates found to be performing at the unsatisfactory level during either assessment period.

PLO 3: Integrate technology and twenty-first century learning tools and skills in their own teaching as well as in the learning processes of their students.

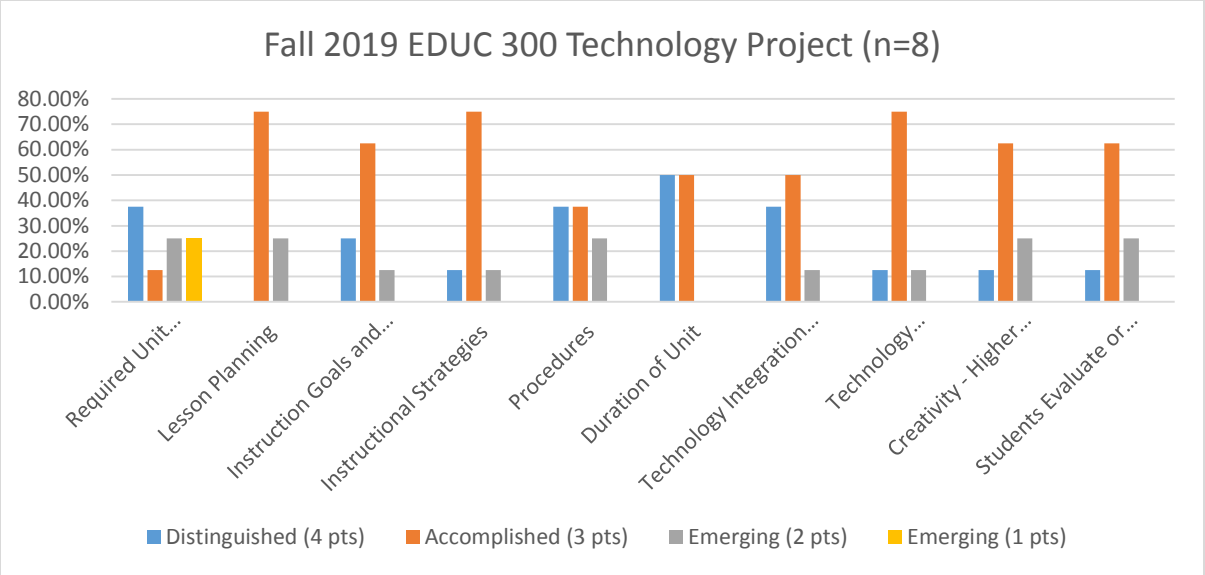
Two assessment instruments were utilized to collect data associated with technology Integration**,** the SCOPE as well as the EDUC 300 Unit Plan Rubric. Senior Capstone Oral Presentation E-Portfolio (SCOPE) is a presentation of an E-Portfolio to both Education Faculty Member and Content Faculty Member during Educ 426 (Senior Capstone Phase). The EDUC 300 Unit Plan requires students to submit a technology rich unit plan in their content area, which is scored for quality of technology integration

We reproduced below the elements of the rubric that are related to Technology Integration and Student Use of Technology from the Educ 300 Technology Integration Rubric. These two elements are the main elements that relate to Candidate accomplishment of PLO 3, *Integrating Technology in Teaching and Learning.*

EDUC 300 Rubric Elements for Technology Integration

	Distinguished	Accomplished	Emerging	Unsatisfactory
Technology Integration aids	Candidate integrates technology into Unit Plan that deepens my students' understanding of important concepts, supports higher-order thinking skills, and develops students' lifelong skills.	Candidate integrates technology into Unit Plan that aids student understanding of concepts and develop skills.	Candidate includes technology into Unit Plan lessons however there seems to be a lack of thought as to how it supports / deepens student skills and understanding.	Candidate includes technology into the Unit Plan however the material could be taught more effectively without the use of technology as described.
Tech. Integr. Supports Student Use	The use of technology enhances student learning by creatively supporting and developing students' research, publishing, collaboration, communication skills, increases productivity, and promotes creativity.	The use of technology enhances student learning by supporting and developing students' research, publishing, collaboration, and communication skills.	The technology included in Unit Plan is used by students as reporting tool and limits students' productivity and creativity to supporting students' research, publishing, collaboration, or communication skills.	The technology is unnecessary to complete unit assignments.

Data from the Fall 2019 EDUC 300 rubric below, illustrates that students (75%) attained emerging or higher on each of the assessed criteria with the exception of element one which related the inclusion of required unit information. However, the due to the small class number (n=8), the actual number of students who failed to make satisfactory progress on the noted element was two.



SCOPE

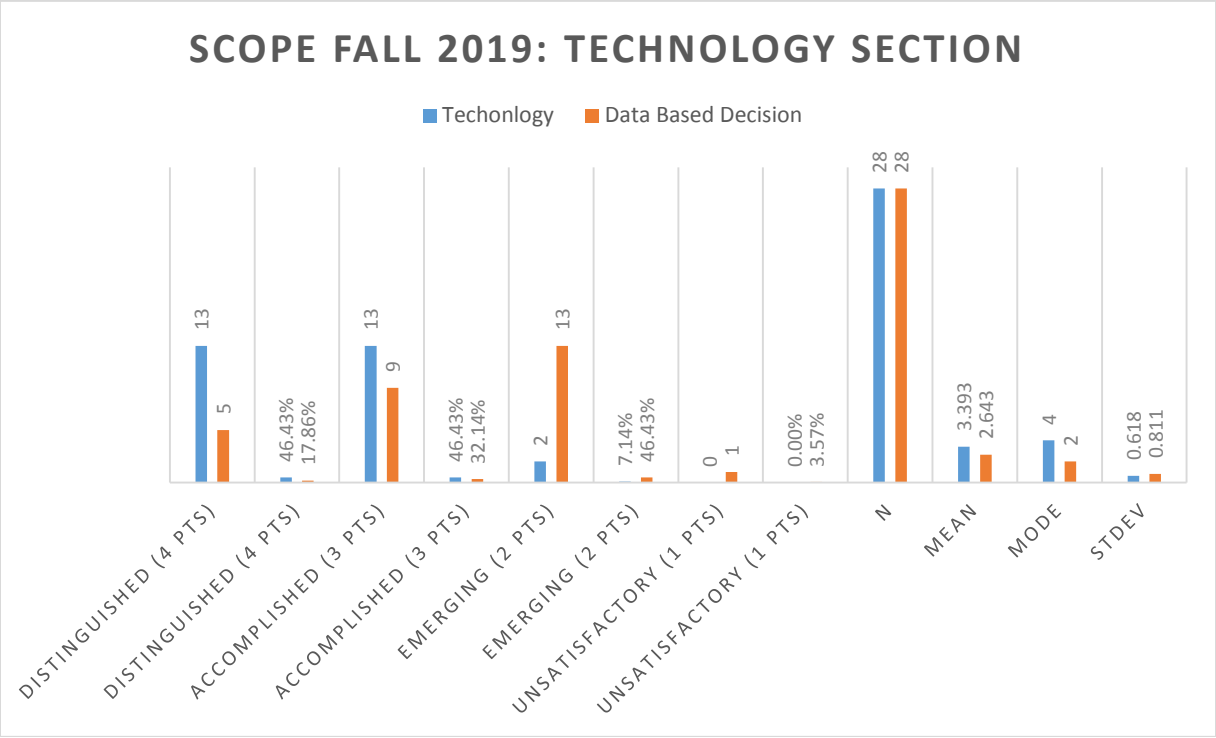
We also looked at the technology results from the SCOPE assessment, which is a pre-student teaching assessment. The SCOPE assessment provides evidence of meeting many program outcomes.

Assessment of Artifact on Technology

	Distinguished = 4	Accomplished = 3	Emerging = 2	Unsatisfactory = 1
Technology ***WVPTS 1B, PLO 3***	Both Candidate and students using 21st Century technology, and integration of technology has merit in terms of improving student achievement.	Both Candidate and students are using 21 Century technology.	Candidate demonstrates knowledge of 21st Century limited to one type of technology (example PPT), or limited to candidate use of technology.	Candidate does not demonstrate knowledge of 21st Century technology use in design of this lesson.

Data Based Decision ***WVPTS 1E, 3E, PLO 2***	Candidate demonstrates exceptionally thoughtful reaction with evidence of considerable reflection. Supporting points are drawn from the student data from multiple data sources and teaching experiences. Reflection & future plans show clear understanding of students' developmental stages and learning needs.	Candidate identifies students' needs. Reflective statements refer to student data. Includes reflections on strengths & weaknesses of instruction. Includes data-based instructional decisions justified based on aggregated and analyzed student data.	Candidate includes reflections on strengths & weaknesses of instruction. Instructional decisions are made, but not justified based on student data.	Candidate demonstrates either no reflection, or shallow reflection, or reflection does not relate to student data, or does not include statement of instructional insight or student need.

We have included bar graphs of the SCOPE scores related to technology for the Fall 2019. It should be noted that Spring 2019 served as a transition year between assessment coordinators as well as a relocation of files within the education department offices. Due to these changes, there are a few gaps in data collection which make it difficult to provide a clear view of certain performance criteria during for Spring 2019 term.



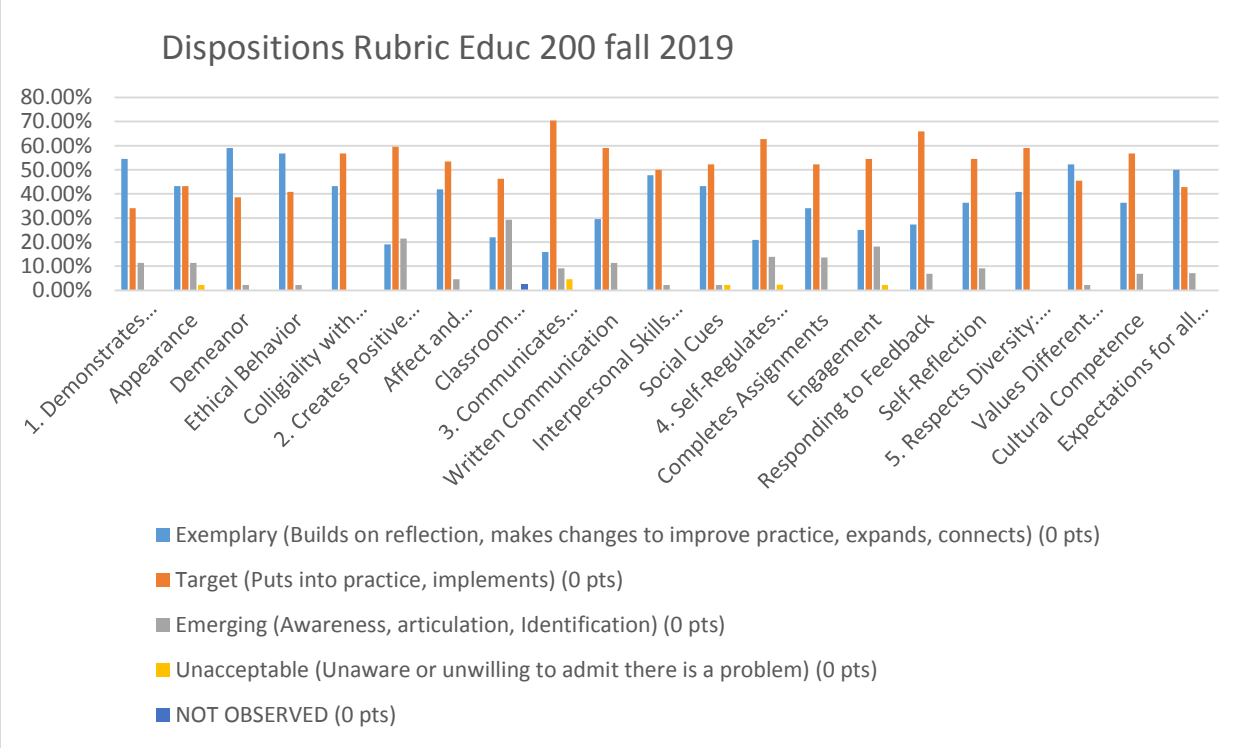
The Fall 2019 data indicates that less than 1% of SCOPE candidates were performing at the Unsatisfactory level in regard to their ability to use technology to enhance and extend learning experiences for students as demonstrated during their SCOPE presentation.

PLO 4: Exhibit behaviors of a professional teacher congruent with the conceptual framework which includes Dispositions and Teacher as a Human Developer.

WVSU Education Candidate Dispositions Rubric

This assessment is completed 5 times; self-assessment in 200; professor completes in 316, 423 or 426; and during student teaching it is completed by the University Supervisor as well as a self-assessment by the candidate. Fall 2019 marked the initial phase of implementation of this instrument with full implementation as planned set to occur during the Spring 2020 term.

The chart below denotes the data collection within EDUC 200 (3 sections) and provides a solid baseline for later comparison as additional semesters of data are collected. The information provides valuable insight into our candidate's reflections upon their personal strengths and weaknesses as future educators.

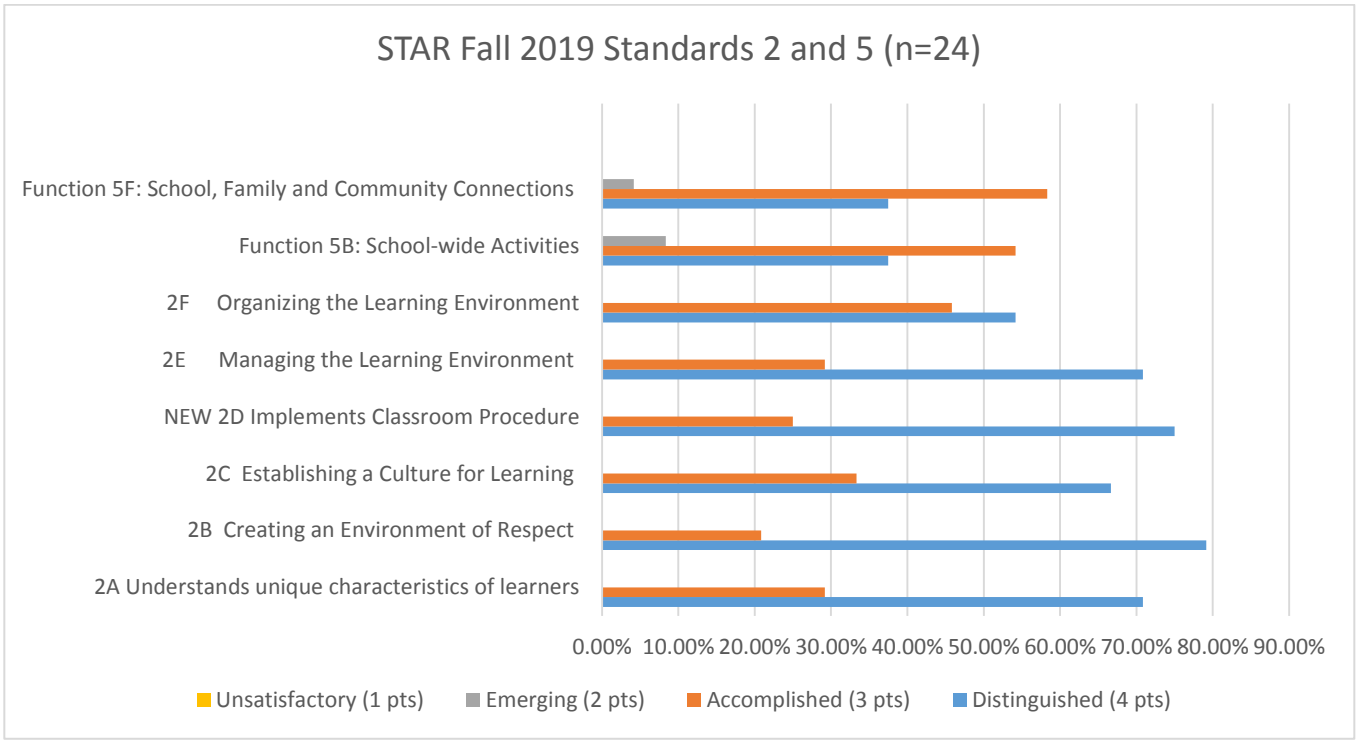


PLO 5: (a) Maintain effective learning communities that value diverse abilities and talents and facilitate respect for all and (b) Make connections in the school and community by communicating effectively with parents and other community members to promote student learning.

STAR

Student Teacher Assessment Record (STAR), assesses multiple aspects of teaching and professional behavior as well as content knowledge. This assessment is conducted during student teaching – the Senior Capstone Phase.

STAR is our departments most comprehensive assessment and is used to evaluate all PLOs but we have opted to focus upon its ability to assess PLO #5. (It is also tied to the WV Professional Teaching Standards and to InTASC standards). The general STAR document was revised during the Fall 2019 semester to reflect departmental changes aimed addressing new CAEP requirements.



The data on the chart above denotes performance on standards 2 and 5 of the STAR assessment which relate to PLO#5. It shows that 100% of candidates scored Accomplished or higher on standard 5 (relating to community matters) with an average of 94% of candidates scoring at this level for standard 2 (relating to school culture). The

scores for standards 2 and 5 reveal that only 4% of candidates are at the emerging level related to their understanding of how learning communities value diverse abilities and foster talent as well as the importance of school-community connections to promote learning.

9.What are next steps? (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

The WVSU education department is devoted to continuous, ongoing review of assessment to shape the quality of the instructional experiences provide to our students. As we move toward our Spring 2021 CAEP Accreditation visit, we are engaging in weekly assessment meetings to review full assessment program and will make necessary changes as our work continues. Upcoming projects for Spring/Summer 2020 will include (but are not limited to):

- Validity/reliability analysis of our assessment instruments
- Creating of a validity/reliability schedule for all instruments
- Shift to semester data collection/analysis (as opposed to yearly)
- Shift to LiveText for housing of all field placement documentation
- Grant student access to the use of LiveText for portfolios/data uploads
- Streamlining of SCOPE portfolio construction using LiveTex

10.Please attach an example of the assessment tool used to measure your PLO(s). These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

All relevant assessments are provided as a separate file. Documents will include:

- Application for Admission to the Education Program
- EDUC 3300 Technology Project rubric
- STAR rubric
- WVSU Candidate Disposition rubric
- WVSU Lesson Plan rubric
- WVSU SCOPE (general) rubric
- WVSU CAPT (elementary) rubric