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My Reports - Assessment Report

Conoral Information

Title	Neb Clinical Eval - Final - Fall 2020
Institution	NE: Peru State College
Assessment Rubric	Nebraska Clinical Practice Evaluation - Practicum - Nebraska Clinical Practice Evaluation (Peru State College Admin)
Assessment Type	Summative
Inter-Rater Summary	N

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Rubric: Nebraska Clinical Practice Evaluation

Rubric: Nebraska Clinical Practice Evaluat	ion												
		Advanced (4 pts)	Advanced (4 pts)	Proficient (3 pts)	Proficient (3 pts)	Developing (2 pts)	Developing (2 pts)	Below (1 pts)	Below (1 pts)	n	Mean	Mode	Stdev
Standard 1 Learner Development - Uses knowledge of students to meet needs			20.99%	53	65.43%	11	13.58%	0	0.00%	81	3.074	3.000	0.583
Standard 2 Learner Differences - Differentiates instruction to meet student needs			18.99%	46	58.23%	18	22.78%	0	0.00%	79	2.962	3.000	0.645
Standard 3 Learning Environments - Promotes a positive classroom environment through clear expectations			26.25%	49	61.25%	8	10.00%	2	2.50%	80	3.112	3.000	0.671
Standard 4 Content Knowledge - Uses accurate content and academic vocabulary			33.33%	48	59.26%	6	7.41%	0	0.00%	81	3.259	3.000	0.583
Standard 5 Application of Content - Engages students in critical thinking and collaborative problem solving			20.99%	49	60.49%	15	18.52%	0	0.00%	81	3.025	3.000	0.628
Standard 5 Application of Content - Develops literacy and communication skills through content		15	18.75%	55	68.75%	10	12.50%	0	0.00%	80	3.062	3.000	0.556
Standard 6 Assessment - Uses classroom assessment		11	14.67%	50	66.67%	14	18.67%	0	0.00%	75	2.960	3.000	0.576
Standard 6 Assessment - Assesses for learning		13	16.46%	50	63.29%	14	17.72%	2	2.53%	79	2.937	3.000	0.663
Standard 7 Planning for Instruction - Plans for instruction		21	26.25%	48	60.00%	11	13.75%	0	0.00%	80	3.125	3.000	0.620
Standard 8 Instructional Strategies - Incorporates digital tools into instruction		12	17.91%	42	62.69%	12	17.91%	1	1.49%	67	2.970	3.000	0.646
Standard 8 Instructional Strategies - Incorporates digital tools into instruction		16	21.05%	42	55.26%	16	21.05%	2	2.63%	76	2.947	3.000	0.724
Standard 8 Instructional Strategies - Uses research-based instructional strategies			24.69%	49	60.49%	11	13.58%	1	1.23%	81	3.086	3.000	0.652
Standard 9 Professional Learning and Ethical Practice Dispositions - Accepts criti	que and input regarding	46	56.79%	32	39.51%	3	3.70%	0	0.00%	81	3.531	4.000	0.568
performance Standard 10 Leadership and Collaboration Dispositions - Conveys professional de	maanar	40	49.38%	39	48.15%	2	2.47%	0	0.00%		3.469	4.000	0.546
Standard 10 Leadership and Collaboration Dispositions - Uses professional comm		38	48.72%	37	47.44%	3	3.85%	0	0.00%		3.449	4.000	0.569
Standard 10 Leadership and Collaboration Dispositions - Uses professional comm	unication	38	48.72%	37	47.44%	3	3.85%	U	0.00%	78	3.449	4.000	0.569
Standard 1 Learner Development - Uses knowledge of students to meet needs CAEP-2013 ((rev))-1.1, (WTASC-2013-1	17 (20.99%)	53	(65.43%)								11	(13.58%))
Standard 2 Learner Differences - Differentiates instruction to meet student needs GRP-2013 (rep)-1.1, INTAG-2013-2	15 (18.99%) 46 (58.23%) 18 (22.78%)								3%)				
Standard 3 Learning Environments - Promotes a positive classroom environment through clear expectations CAP-203 [rep]-1, INTAC-203-3	49 (61.25%) 8 (10.00%) 2 (2.50%)												
Standard 4 Content Knowledge - Uses accurate content and academic vocabulary CASP-2013 (rev)-1.1, INTASC-2013-4	27 (33.33%)			48 (59.26%)							6(7.41%)
Standard 5 Application of Content - Engages students in critical thinking and collaborative problem solving CAEP-2013 (Irev)-1.1, IMTASC-2013-4		49 (60.49%) 15 (18.52%)											
Standard 5 Application of Content - Develops literacy and communication skills through content CAEP-2013 ((rev)-1.1, (MTASC-2013-5)		55 (68.75%)							0 (12.50	%)			
Standard 6 Assessment - Uses classroom assessment CAEP-2013 ((rev))-1.1, (INTASC-2013-6	11 (14.67%)	50 (66.67%)								14	(18.67%	b)	
Standard 6 Assessment - Assesses for learning CAEP-2013 ((rev))-1.1, (INTASC-2013-6	13 (16.46%)	50 (63.29%	b)						14 (17.7	2%))	2 (2.53%)
andard 7 Planning for Instruction - Plans for instruction EP-2013 ([rev])-1.1, NTASC-2013-7			48 (60.0						11	(13.75%))		
tandard 8 Instructional Strategies - Incorporates digital ools into instruction ASP-2013 (rev)-1.1, INTASC-2013-7		42 (62.69%)							12 (17.9	1%))	1 (1.49%)
Standard 8 Instructional Strategies - Incorporates digital tools into instruction CAEP-2013 (rev)-1.1, INTASC-2013-8	16 (21.05%)	42 (5	55.26%)					16	(21.05%)			2 (2.63%)
Standard 8 Instructional Strategies - Uses research-based instructional strategies CAEP-2013 [rex]-1.1, INTASC-2013-8	20 (24.69%)		49 (60.49%)						11	l (13	3.58%)	1 (1.23%)
Standard 9 Professional Learning and Ethical Practice Dispositions - Accepts critique and input regarding performance 46 (56.79						32 (39.	.51%)					3 (3.70%)
CAEP-2013 ((rev))-1.1, INTASC-2013-9 Standard 10 Leadership and Collaboration Dispositions - Conveys professional demeanor CAEP-2013 ((rev))-1.1, INTASC-2013-10	40 (49.38%)				39 (48.15%)						2 (2.47%)
Standard 10 Leadership and Collaboration Dispositions - Uses professional communication CAEP-2013 (Irev)-1.1, INTASC-2013-10	38 (48.72%)				37 ((47.44%)						3 (3.85%)

Proficient

Developing

Below

Advanced