

**Assessment #2**  
**NCTE Standards 3.5.1-3; 4.10**

As you know, one requirement for achieving certification in the State of New Hampshire is to pass Praxis 2. This is a multiple choice test and so not as good an indicator of what you know as other forms of authentic assessment might be. In order to help you to gauge your understanding of authentic assessment and to help you to learn what areas of content covered in the Praxis exam you still need to learn more about, you are going to take a series of mini-exams on British, US, world, non-Western, and adolescent literature. You will also be tested on major authors in major literary periods, including women and authors of color.

Your first goal will be to see how well you do on these tests. They can be unreasonably hard and seem unfair. While that may be true, tests such as these are used all the time at all levels of education to “measure” skills and content. Being familiar with these tests will not only help you to pass them, so they do not hold you back from achieving your goal of becoming an English Language Arts teacher, but will also help you to consider ways in which you can prepare your students for these exams.

Your second goal is to consider what kind of content material is being covered on these tests. While they may not measure your understanding of a novel you have read or an author you have studied, they will indicate to you authors, periods, and works that you do not know or even recognize. These, then, can become areas for further study. So, after you have completed the test, you will analyze its content and explain what areas of English Language Arts you do not seem to know very much about. We can use this information in our advising sessions for the next two semesters.

Finally, you will propose one alternative assessment strategy for covering this material that would serve as a genuine measure of students’ understanding of content knowledge. Understanding the limitations of objective tests is only one part of understanding assessment; coming up with viable alternatives is the other.

You will take the sample test on TK20. This test is timed; you have one minute per question. You should then write your analysis of the test and alternative assessment strategy and submit those through TK20, also.

**Comment [11]:** I’d do some wordsmithing here. This isn’t clear.

### Rubric for Content Knowledge

Ratings Indicator	Not Acceptable	Acceptable	Target
<b>Knowledge of literary works (3.5.1-3)</b>	<b>Below 80%</b>	<b>80-89% (required to pass Praxis)</b>	<b>90-100%</b>
British			
US			
World			
Non-Western			
Knowledge of literary periods			
Knowledge of female authors			
Knowledge of authors of color			
Knowledge of adolescent literature			
	<b>1</b>	<b>2</b>	<b>3</b>
Self-analysis of knowledge base	Seems unable to analyze the exam and to identify areas of weakness in preparation	Identifies areas of weakness in content	Critically analyzes the content of the exam and identifies areas in which further study is needed
Alternative assessment (4.10)	Fails to create an authentic assessment tool	Creates an alternative assessment that will assess student learning	Establishes criteria and develops an alternative assessment strategy that will allow students to understand what they know through speaking, listening, writing, reading, enacting, and/or viewing

**Comment [I2]:** This is an interesting approach to determining content knowledge, but it is highly limited in terms of the full range of the NCTE Program Standards for Content. Proposing an authentic assessment for ELA content, even limited to literature, is a very sophisticated assignment for most candidates to deal with. I'd need to know where in the program they are when they have this assessment—especially in relationship to ELA methods courses. Also, is this all an assessment useful just for advisement or does it have other uses in determining candidate proficiency? You've just sent the assessment and its rubric without a detailed explanation so I can't really say much about appropriateness.