



School of Education

CAPSTONE EXHIBITION ASSESSMENT

MIDDLE GRADES MASTERS DEGREE - MA/MAT

Date: _____ Title: _____

Presenter: _____ Presenter: _____

Evaluator: _____ Evaluator: _____ Evaluator: _____

PLEASE NOTE: Capstone panels should have at least one representative from middle grades education.

What is a Capstone Exhibition? In walls and chimneys of stone constructions, builders place a large, long stone across the top of the project to hold the pieces below in place - a capstone. As the final evaluation of an individual's achievements in the Middle Grades MA program, each candidate creates and presents a scholarly, personal synthesis of her/his experiences in the program from courses, readings, observations, papers, research, teaching, initiatives, reflections, personal insights, and other sources. This "capstone" provides an opportunity for each candidate to demonstrate *mastery* as a reflective, scholarly, proactive educator.

Why an Exhibition? (1) Custom-designing an exhibition accommodates a variety of learning styles, building on the realization that each participant in the program is unique and is constructing her/his own understandings about learning, schooling, and teaching. An exhibition provides for a completeness of experiences and reflection beyond what written exams ("comps") elicit. (2) The exhibition encourages participants to continuously thread together the various elements of their Middle Grades Education program, rather than the conventional route of checking off separate courses in an unrelated sequence. (3) Designing and presenting an exhibition entails direct experience with a form of performance assessment that is increasingly used in schools and colleges. (4) An exhibition provides experience in making scholarly presentations to audiences of other professionals.

What to expect in an exhibition: (1) **Scholarly** - Evidence of an informed professional who synthesizes the program of study through the vessel of their theme, project, or portfolio. (2) **Proactive** - Evidence of applications of pedagogy and knowledge in the field of Middle Grades Education to classroom instruction, action research, and school improvement. (3) **Reflective** - Perhaps most importantly, we hope to see manifestations of the habits of mind which characterize a continuously developing professional educator who continues the pursuit of knowledge in the field of Middle Grades Education.

EVALUATOR'S DIRECTIONS:

- ◆ The exhibition must be completed with an overall rating of Pass to complete the requirements for the Middle Grades Education MA degree and a recommendation for a T-5 certification.
- ◆ Throughout the exhibition, please feel free to write comments, questions, notes, etc. as needed on the scoring matrix. Additional space is provided on the back for summative comments, suggestions and/or commendations.
- ◆ Please complete the ratings for the indicators on the reverse as you observe the capstone exhibition.
- ◆ After the exhibition, weigh your assessments and determine an overall rating of either:

Pass; Pass with Conditions; Revise and Repeat.

CIRCLE YOUR OVERALL RATING BELOW

PASS - Meets criteria on both content and performance. There was an effective blend of oral presentation and other communication modes. Presenter(s) held audience attention. Points are clear and persuasive. No doubts that this person has synthesized the experience of the MA program and related the synthesis to practice.

PASS WITH CONDITIONS - Meets most criteria on both content and components. Minor revisions are necessary.

REVISE AND REPEAT - Did not meet criteria adequately, as specified in the evaluator's comments and suggestions. The evaluators were not persuaded that the candidate(s) synthesized the experiences of the program.

Rating Scale for Assessment by Capstone Evaluators	
Exceeds Expectations (EE)	4
Meets Expectations (ME)	3
Needs Improvement (NI)	2
Fails to Meet Expectations (F)	1

SCHOLARLY INDICATORS	EVALUATOR SCORE			
	4 (EE)	3 (ME)	2 (NI)	1 (F)
1. Organized around a clearly articulated theme(s) which is (are) carried throughout the exhibition in the form of observations and scholarly insights, questions, proposals, and conclusions.				
2. Logical development of ideas. Does not wander or repeat. Moves from point to point, though the development may contain spontaneous, creative, and new personal insights.				
3. Presentation reflects a substantial understanding of content knowledge in chosen concentration(s).				
4. Written component meet APA guidelines.				
5. Documentation and displays support and enhance presentation.				
6. The presentation moves effectively and stays within time limits. Grammar, voice, eye contact, movement, posture, and gestures radiate a professional demeanor. Effective use of a variety of communication modes and technological materials.				
PROACTIVE INDICATORS				
7. Demonstrates attributes of an informed professional by synthesizing the Middle Grades MA/MAT program of study, demonstrating knowledgeable references to completed coursework and associated theories, issues and trends, professional literature, pedagogical positions, and guiding principles of constructivism and exemplary pedagogy.				
8. Adapts instruction to meet diverse needs in a democratic classroom based on an understanding that students are the products of their innate abilities, preferred learning styles, cultural background, and life and educational experiences.				
9. Encourages students' intellectual challenge, active engagement for learning, and positive social interaction and collaboration.				
10. Demonstrates an ability to use a variety of quality formative and summative assessments to evaluate student achievement and informed instructional decision-making.				
11. Reflects a discerning use of relevant research and its use to suggest, and potentially affect and initiate systematic inquiry and changes of instructional practices and school-wide issues.				
12. Suggests implications for proactive improvement of schools, schooling, policies, and practices.				
REFLECTIVE INDICATORS				
13. Presents evidence of being challenged to continue pursuit of content knowledge and pedagogy in the field of Middle Grades Education.				
14. Reflective references to personal experiences, both within and beyond the MAT/MA program, indicate assimilation of the elements of the program.				
15. Evidence of reassessment of prior understandings, assumptions and practices through reflection – a personal, professional synthesis with intellectual rigor.				
16. Reflects on ethical and legal issues as they relate to rights and responsibilities of students, educators, and families. (including state and local Code of Ethics and school and district policies)				
COMMENTS AND SUGGESTIONS:				