

GTEP Admission

Candidates must have a bachelor's degree from an accredited college or university and a strong academic record; in most cases, a 3.0 cumulative GPA is necessary. They must also submit passing scores on a basic educational skills test and a subject area test.

GTEP Application

Applications to GTEP can be submitted at any time, but must be received no later than December 1, 2011. The following materials serve as documentation of an applicant's qualifications **and must be received by the December 1st deadline in order for their application to be considered for 2012 GTEP:**

- **GTEP application** submitted online
- **Personal statement** – completed as part of the online GTEP application
- **Three (3) letters of recommendation** – download a required cover sheet (in the online application); recommenders need to complete the cover sheet and attach a narrative statement written on letterhead
- **Official transcripts** of all academic coursework and degree(s) to date (PSU transcripts can be unofficial). If an applicant is enrolled in courses during Fall term, they provide an unofficial transcript that shows enrollment in the course(s); a transcript with the final grade(s) must be submitted no later than December 16
- **Evidence of prerequisite courses (transcript)** – Grades for these courses serve as evidence of content knowledge of the applicant. Prerequisite courses must be taken for a grade and the final grade must be B- or better. For applicants applying to GTEP for **Early Childhood and/or Elementary authorization levels**, three (3) of the seven (7) prerequisite courses must be completed by the end of Fall term; For applicants applying to GTEP for **Middle Level and/or High School Authorization levels**, PSY 311 must be completed by the end of Fall term
- **A paper copy of the Test Score Report** that shows passing test scores on a basic skills test (CBEST, Praxis I/PPST, or WEST-B); this is **in addition** to having an electronic score sent to PSU-GTEP
- For applicants applying to GTEP for **Middle Level and/or High School Authorization levels**, a **Departmental Recommendation Form** is also required; make an appointment with a Content Area Advisor to have this form completed

Applicants who provide all required documentation of their qualifications by the December 1st deadline, i.e., passing test scores on subject area tests and additional prerequisite grades (including any *required* courses listed on the Departmental Recommendation Form), are always the strongest applicants. However, documentation for the remaining Admissions requirements **must be submitted** by June 30, 2011, in order to be eligible to begin 2012 GTEP on July 16, 2012.

*Applicants must have completed a bachelor's degree by Spring 2012 in order to begin GTEP in Summer, 2012. This is a requirement of the PSU Office of Graduate Studies; there are **no** exceptions.*

Scoring Guide

- 6 **Exemplary** Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem-solving approaches and solutions.
- 5 **Strong** Work at this level exceeds the standard. It is thorough, complex and consistently portrays exceptional control of content, skills and problem-solving.
- 4 **Proficient** Work at this level meets the standard. It is strong, solid work that has many more strengths than weaknesses. Work at this level demonstrates mastery of the content, skills and problem-solving strategies and reflects considerable care and commitment.
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- 3 **Developing** Work at this level shows basic, but inconsistent mastery and application of content and skills. It shows some strengths, but tends to have more weaknesses overall.
- 2 **Beginning** Work at this level is often superficial, fragmented or incomplete. It may show a partial mastery of content and skills, but it needs considerable developing before reflecting the proficient level of performance.
- 1 **Exploring** Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors.

From Oregon Department of Education Performance Standards

**FIGURE 1.3 TRADITIONAL ASSESSMENTS
VS. PERFORMANCE ASSESSMENTS**

<i>Characteristics:</i> paper/pencil, true/false, matching, multiple choice	<i>Characteristics:</i> not necessarily written, constructed response required
Objective	More than one correct answer
Hard to write	Time-consuming to set up
Easy to grade/machine-scored	Rubric-scored
Testing for validity, group norms	Individualized response
Isolated application	Contextualized, authentic applica- tion ("meaningful")
Facts, memorized data and proce- dures	Metacognitive, complex behaviors such as collaborative skills and intrapersonal skills
Items not interconnected, related	Integrated, possibly even cross-disci- plinary
Lower-level thinking skills	Reasoning, problem solving, collabo- rative effort
Answering options provided (stu- dent passive)	Individualized response (student ac- tive)
Provided by text or teacher-con- structed	Student involvement in setting goals and criteria
Standards determined/discovered after test to assure confidentiality	Published standards known in ad- vance
Single score or grade	Evaluation on multiple competencies possible
Individual assessment	Individual or group assessment

Teachers often use constructed-response questions in classroom assessments. Figure 1.4 presents a list of tasks commonly used for performance assessments. Chapters 3 through 7 also present specific lists of tasks for each type of skill being tested.

FIGURE 1.4 COMMONLY USED PERFORMANCE ASSESSMENT TASKS

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|--|--|
| Write a letter, a newspaper article, a short story, a poem, etc. | Write a new ending for a story. |
| Participate in a debate or discussion. | Make a poster |
| Draw a picture illustrating a story or article. | Propose and justify a way to solve a problem. |
| Explain the picture you have drawn. | Predict what will happen if _____. |
| List several courses of action, with the advantages and disadvantages of each. | Answer questions beginning, "What will happen if..." or "What would you do if..." or "How would things be different if..." |
| Critique your own or someone else's work, giving examples and details. | Compare and contrast two stories or articles, works of art, musical pieces, dances, plays. |
| Act in a play or skit. | Critique a performance or a work of art. |
| Compose and/or perform a musical piece. | Play a sport. |
| Choreograph and/or perform a dance. | Make a game. |
| Create a work of art. | Tell a story in your own words. |
| Build a model, diorama, exhibit. | Keep a journal. |
| Develop an itinerary for a trip given budget and time constraints. | Given a budget, decide what to serve at a class party. |
| Present a weather forecast. | Read a book and give a written or oral report on it. |
| Do a survey of class opinion, and present results. | Propose and describe an invention. |
| Do an interview for a class project. | Construct a timeline. |
| Participate in a mock job interview. | Write a travel or tourist brochure. |
| Draw a map of your neighborhood. | Participate in a mock trial. |
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FIGURE 4.11 RUBRIC FOR HOLISTIC SCORING

5 (A) [Demonstrates excellence]

The student demonstrates a strong command of the language through excellent control of complex structures, idioms, and general vocabulary. The student's message is very effectively communicated. Required responses are provided in an appropriate and creative fashion through thematic development. There are almost no significant errors.

4 (B) [Demonstrates good command with only limited difficulties]

The student demonstrates consistently good use of the language. He/She shows good control of elementary structures and suggests understanding of more complex. His/Her message expressed is generally comprehended by the listener. Vocabulary is used coherently. The student makes appropriate use of circumlocution (i.e. vocabulary and expressions that are less appropriate and direct, but still communicate an intelligible and suitable answer). There are a few significant errors and some awkwardness of expression.

3 (C) [Demonstrates adequate command with some weaknesses]

The student demonstrates acceptable use of the language. The message is comprehensible, although difficult, at times, to follow. The use of vocabulary is appropriate but limited and there is occasional interference from vocabulary of the student's native language. In writing there are some significant spelling errors. Occasionally, there are serious grammatical errors that interfere with comprehension. In oral work the student's pronunciation shows sufficient deviation from that of a native speaker so that occasional confusion results on the part of the listener.

2 (D) [Falls below expectations]

The message is communicated with difficulty and is unclear. There are numerous errors in word order and forms, along with inappropriate or quite limited use of vocabulary and idiomatic structures. In oral work the student's pronunciation shows dramatic deviation from that of a native speaker so that frequent confusion and lack of comprehension result on the part of the listener. There is little evidence that the student meets minimal expectations.

1 (F) [Unacceptable]

The student demonstrates clear lack of competence. The message communicated is barely intelligible or not at all. There is little or no sense of word order and forms. Vocabulary is repetitive, extremely limited, and inadequate. In oral work the student demonstrates no ability to mirror, even on the most basic level, the pronunciation of a native speaker. There is virtually no comprehension on the part of the listener.

FIGURE 3.2 A SLIGHTLY BETTER RUBRIC

Oral Proficiency Guidelines

- ◆ An A student:
 - Makes minimal errors,
 - Uses rich and varied vocabulary,
 - Speaks with excellent pronunciation,
 - Speaks smoothly without stopping, and
 - Uses a variety of sentence structures.
 - ◆ A B student:
 - Demonstrates competence, but makes some errors,
 - Makes only minor errors that do not interfere seriously with communication,
 - Uses a broad range of vocabulary, and
 - Has good pronunciation.
 - ◆ A C student:
 - Demonstrates competence, but makes frequent errors,
 - Probably would not be entirely understood by a native speaker,
 - Speaks with mediocre pronunciation, and
 - Hesitates when speaking, but shows an awareness of correct usage by self-correcting.
 - ◆ A D student:
 - Makes so many errors that the student cannot be understood,
 - Hesitates often,
 - Pronounces the language poorly,
 - Uses English occasionally, and
 - Has major weaknesses in grammar and pronunciation.
 - ◆ An F student:
 - Makes no attempt to speak or is completely incomprehensible,
 - Has weak vocabulary and/or uses primarily English to respond, and
 - Did not respond appropriately for the task assigned.
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Global Scoring Guide for Language Prochievement Tests

Generic Performance Descriptions	
6	<p>Exemplary—Mastery of current material is complete and abundantly demonstrated. Learner appears to have made systematic effort to demonstrate competence, or is quite simply off the top of the scale. Errors, to be self-corrected, need not be marked; reminder of concepts suffices. A short time for error correction would produce language that, for current and previously presented material, is essentially perfect.</p>
5	<p>Outstanding—Mastery of current material is readily observed, although some features may appear sparsely enough, or with accuracy in some instances partly offset by errors, that the scorer may wonder whether the feature would always be managed as well.</p>
4	<p>Satisfactory—The sample demonstrates comprehension of the concepts of current material and ability to apply them with sufficient accuracy that errors, when noted individually, could be self-corrected in a small fraction of the time needed to produce the initial sample.</p>
3	<p>Nearly satisfactory—Current new concepts are applied, but with frequent errors (but even more frequent successes); or else the sample is marginally inadequate but there is enough evidence that it could be expanded, accurately, in a short time, after brief teacher explanation and demonstration.</p>
2	<p>Some Progress—Most current new concepts are applied frequently when they are called for, but with frequent errors. Insufficient control of earlier material obstructs progress in acquiring control of related current material. Significant improvement would require systematic remediation. Or else the sample is notably inadequate but there is some evidence that it could be improved, in quantity or quality, in a relatively short time, after brief teacher explanation and demonstration.</p>
1	<p>Very Insufficient—The sample is manifestly neither sufficient nor proficient with regard to current material. Control of earlier material is almost equally faulty.</p>

Presenter _____ Scorer _____ Date _____ Total Score _____ Grade _____

Scoring Guide for ..

Rule of thumb for 4/satisfactory:

	Global	Factor 1	Factor 2	Factor 3	Factor 4
6					
5					
4					
3					
2					
1					