

SAMPLE GRID TO PLAN AND DISPLAY PERFORMANCE-BASED EVIDENCE
National Council of Teachers of English

Note: This grid suggests a format that a program might use as part of its efforts to document its assessment efforts and link them to the NCTE standards. Each program would need to adapt such a format to fit its own assessment plan. Descriptions of assessment tasks, with rubrics or other means for judging levels of performance, could be attached. Individual assessment tasks may evaluate candidate performance under more than one standard simultaneously; it is also possible that multiple assessments may be used for more than one standard. It may also be the case that a program may prefer to group together all those standards assessed by a particular assessment task and show the assessment that way; this could reduce the number of times a particular assessment might have to be listed.

Standard	Sources of Evidence										Types of Evidence														
	General Education	English Courses	Education Courses	Methods Courses	Field Experiences	Faculty Observation	Cooperating Teacher Observation	Graduate Surveys	Employee Surveys	State Licensure Results	Other	Criterion-referenced Test	Norm-referenced Test	Video	Student Work Samples	Case Studies/ Vignettes	Candidate Journals	Unit Plans	Lesson Plans	Candidate Writing	Forms of Presentation (Oral and Technolom)	Micro-teaching	Student Teaching	Candidate Portfolio	
2.1. Demonstrate respect for the worth and contributions of all learners.																									
3.1.3. Show respect for and understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.																									
4.2. Design instruction to meet the needs of all students and provide for students' continuous progress and success.																									
4.5. Create learning environments that promote respect for and support of individual differences of ethnicity, race, language, culture, gender and ability.																									