

In addition to the Arkansas Teaching Standards, the Elementary K-6 teacher shall demonstrate knowledge and/or competencies in the following content areas:

ENGLISH/LANGUAGE ARTS

<p>1. Reading - Foundational Skills</p> <p>ACEI: 2.1 CCSS-ELA: RF.K-5.1-4</p>	<p>1.1 Knowledge of how students learn to read and how explicit and systematic instruction in each of these areas produces successful readers</p> <ul style="list-style-type: none"> • Print Concepts <ul style="list-style-type: none"> ○ Demonstrating understanding of the organization and basic features of print • Phonological Awareness <ul style="list-style-type: none"> ○ Demonstrating understanding of spoken words, syllables, and sounds (phonemes) • Phonics and Word Recognition <ul style="list-style-type: none"> ○ Knowing and applying grade-level phonics and word analysis skills in decoding words • Fluency <ul style="list-style-type: none"> ○ Reading with sufficient accuracy and fluency to support comprehension <p>1.2 Ability to identify the differentiated needs of K-6 readers and how to strategically address them</p> <ul style="list-style-type: none"> • Understanding of the methods of diagnosis of reading difficulties • Knowledge of intervention strategies for struggling readers
<p>2. Reading - Literature (defined as stories, drama and poetry)</p> <p>ACEI: 2.1 CCSS-ELA: RL.K-5.1-10; RL.6.1-10</p>	<p>2.1 Knowledge of developmentally appropriate literary texts across genres, cultures, and centuries</p> <p>2.2 Ability to select developmentally appropriate literary texts, using all measures of text complexity: qualitative, quantitative, reader and task</p> <p>2.3 Ability to read literary texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <ul style="list-style-type: none"> • Developing text-based questions to elicit both a literal and inferential understanding of texts that is accurately supported by textual evidence • Analyzing a text to understand how the overall structure contributes to the development of the individual literary elements such as plot, setting, characters, theme, point of view • Analyzing the relationships among the elements of a text to understand how one impacts the others and contributes to the overall theme • Retelling/recounting, paraphrasing, and summarizing texts and differentiating the characteristics of these skills

	<ul style="list-style-type: none"> • Determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyzing the impact of specific word choice on meaning and tone <p>2.4 Ability to compare and contrast the experience of reading a literary text to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text as to what is perceived when listening or watching</p> <p>2.5 Ability to compare and contrast multiple literary texts with similar themes or topics across genres, cultures, and centuries</p>
<p>3. Reading - Informational Text</p> <p>ACEI: 2.1</p> <p>CCSS-ELA: RI.K-5.1-10; RI.6.1-10; RH.6-8.1-10; RST.6-8.1-10</p>	<p>3.1 Knowledge of developmentally appropriate informational texts across genres, cultures, and centuries</p> <p>3.2 Ability to select developmentally appropriate informational texts, using all measures of text complexity: qualitative, quantitative, reader and task</p> <p>3.3 Ability to read informational texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <ul style="list-style-type: none"> • Developing text-based questions to elicit both a literal and inferential understanding of a text that is accurately supported by textual evidence • Analyzing a text to understand how the overall structure contributes to the central idea as well as how a particular sentence, paragraph, chapter, or section fits into the overall structure of the text and contributes to the development of ideas • Analyzing in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text • Retelling/recounting, paraphrasing, and summarizing a text and differentiating the characteristics of these skills • Distinguishing between an objective summary from personal opinions or judgments about a text • Determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings • Identifying the author’s point of view or purpose in a text and explaining how it is conveyed <p>3.4 Ability to integrate information presented in different media or formats (e.g., visually or quantitatively) as well as in words to develop a coherent understanding of a topic or issue</p> <p>3.5 Ability to trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not supported</p> <p>3.6 Ability to compare and contrast one author’s presentation of events with that of another</p>

<p>4. Writing</p> <p>ACEI: 2.1, 3.5</p> <p>CCSS-ELA: W.K-5.1-10; W.6.1-10; WHST.6-8.1-10</p>	<p>4.1 Knowledge of the learning progression from writing unsubstantiated personal opinions to writing arguments that support claims using clear reasons and relevant textual evidence and demonstrated by producing grade-level appropriate opinion and/or argumentative texts to serve as models</p> <p>4.2 Knowledge of the learning progression from writing a simple text about a topic to writing an informative/ explanatory text that examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content and evidence as demonstrated by producing grade-level appropriate informative/explanatory texts to serve as models</p> <p>4.3 Knowledge of the learning progression from writing about single event or several loosely linked events to writing narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences and demonstrated by producing grade-level appropriate narrative texts to serve as models</p> <p>4.4 Knowledge of how to produce clear and coherent writing through multiple drafts in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>4.5 Ability to understand and use the recursive writing process (planning, revising, editing, rewriting, or trying a new approach) by modeling revision and editing according to the grade-level expectations of the State-adopted ELA/literacy standards</p> <p>4.6 Ability to demonstrate the stages of early orthographic development (e.g. drawing pictures, scribbling, letter-sound correspondence in word writing)</p> <p>4.7 Ability to demonstrate the grade-level expectations for using technology by</p> <ul style="list-style-type: none"> • Using the Internet to produce and publish writing as well as to interact and collaborate with others more specifically • Knowing appropriate grade-level expectations for keyboarding skills <p>4.8 Knowledge of the learning progression from conducting simple short research projects to engaging in complex short research projects focused on answering a question, drawing on several sources, and refocusing the inquiry when appropriate and by</p> <ul style="list-style-type: none"> • Knowing how to develop and refine a research question • Gathering relevant information from multiple print and digital sources • Assessing the credibility of each source • Quoting or paraphrasing the data and conclusions of others • Avoiding plagiarism by providing basic bibliographic information for sources • Demonstrating multiple strategies for taking notes, as well as organizing, paraphrasing, and summarizing information from sources
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	<p>4.9 Ability to draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>4.10 Ability to understand the importance of writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
<p>5. Speaking and Listening</p> <p>ACEI 2.1 CCSS-ELA: SL.K-5.1-6; SL.6.1-6</p>	<p>5.1 Ability to understand that comprehension and collaboration are key to effective speaking and listening in the classroom as demonstrated by</p> <ul style="list-style-type: none"> • Engaging students effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly • Demonstrating an understanding of a text read aloud or information presented orally or through other diverse media and formats by <ul style="list-style-type: none"> ○ Determining how the information contributes to the topic, text, or issue of a text ○ Confirming students’ understanding of a text by selecting grade-appropriate skills (asking and answering questions, recounting key details, determining main ideas and key details, paraphrasing portions of the text, summarizing the text, and interpreting information) • Determining what a speaker says about a topic or issue by <ul style="list-style-type: none"> ○ Asking and answering questions to clarify comprehension, gather information, summarize the speaker’s points, and deepen understanding ○ Delineating the speaker’s argument and claims, distinguishing claims that are supported by reasons and evidence from claims that are not supported • Asking and answering questions about what a speaker says, identifying the reasons and evidence, explaining how each claim is supported by reasons and evidence, and summarizing a speaker’s points in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue <p>5.2 Ability to understand a variety of effective strategies for presenting knowledge and ideas by</p> <ul style="list-style-type: none"> • Sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; using appropriate eye contact, adequate volume, and clear pronunciation • Including multimedia components and visual displays in presentations to clarify information • Adapting speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate

<p>6. Language (Grammar)</p> <p>ACEI 2.1</p> <p>CCSS-ELA: L.K-5.1-6; L.6.1-6</p>	<p>6.1 Ability to understand that language knowledge, skills, and understanding are acquired through listening, reading, and explicit instruction and demonstrated through speaking and writing by</p> <p>6.2 Ability to understand the rules of Standard English, including grammar, usage, & syntax</p> <p>6.3 Ability to model the conventions of Standard English for students by</p> <ul style="list-style-type: none"> • Demonstrating command of the conventions of standard English grammar and usage when writing or speaking • Demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing <p>6.4 Ability to demonstrate a knowledge of language by</p> <ul style="list-style-type: none"> • Applying knowledge of language and its conventions when writing, speaking, reading, or listening by <ul style="list-style-type: none"> ○ Varying sentence patterns for meaning, reader/listener interest, and style ○ Maintaining consistency in style and tone <p>6.5 Ability to model vocabulary acquisition and use by</p> <ul style="list-style-type: none"> • Determining or clarifying the meaning of unknown and multiple-meaning words and phrases using grade-level appropriate strategies such as <ul style="list-style-type: none"> ○ Using context clues ○ Using Greek or Latin affixes and roots as clues ○ Consulting reference materials ○ Checking the inferred meaning in context or in a dictionary • Demonstrating an understanding of figurative language, word relationships, and nuances in word meanings by <ul style="list-style-type: none"> ○ Interpreting figures of speech ○ Analyzing the relationship between particular words ○ Distinguishing among the connotations of words with similar denotations • Acquiring and using accurately grade –appropriate general academic and domain-specific words and phrases by <ul style="list-style-type: none"> ○ Modeling how to gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
<p>7. Disciplinary Literacy*</p> <p>ACEI: 2.1</p> <p>CCSS-ELA: RI.K-5.1-10; RH.6.1-10; RST.6.1-10; W.K-6.1-10; WHST.6.1-10</p>	<p><u>Reading Competencies for Grades K-6</u></p> <p>7.1 Ability to read informational texts across the disciplines closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <ul style="list-style-type: none"> • Quoting accurately from a text when explaining what the text says

- explicitly and when drawing inferences from the text
- Determining two or more main ideas of a text and explaining how they are supported by key details; summarizing the text
 - Explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
 - Determining the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area
 - Comparing and contrasting the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
 - Analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
 - Interpreting information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explaining how the information contributes to an understanding of the text in which it appears
 - Drawing on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
 - Explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
 - Integrating information from several texts on the same topic in order to write or speak about the subject knowledgeably

Reading in History/Social Studies, Grade 6

- 7.2 Knowledge of developmentally appropriate historical and other social studies texts across genres, cultures, and centuries
- 7.3 Ability to select developmentally appropriate historical and other social studies texts, using all measures of text complexity: qualitative, quantitative, and reader and task
- 7.4 Ability to read historical and other social studies texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by
- Citing specific textual evidence to support analysis of primary and secondary sources
 - Determining the central ideas or information of a primary or secondary source
 - Providing an accurate summary of the source distinct from prior knowledge or opinions
 - Identifying key steps in a text’s description of a process related to

history/social studies

- Determining the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- Describing how a text presents information (e.g., sequentially, comparatively, causally).
- Identifying aspects of a text that reveals an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- Integrating visual information with other information in print and digital texts
- Distinguishing among fact, opinion, and reasoned judgment in a text
- Analyzing the relationship between a primary and secondary source on the same topic

Reading in Science and Technical Subjects, Grade 6

7.5 Knowledge of developmentally appropriate scientific and technical texts across genres, cultures, and centuries

7.6 Ability to select developmentally appropriate scientific and technical texts, using all measures of text complexity: qualitative, quantitative, and reader and task

7.7 Ability to read scientific and technical texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by

- Citing specific textual evidence to support analysis of science and technical texts
- Determining the central ideas or conclusions of a text
 - Providing an accurate summary of the text distinct from prior knowledge or opinions
- Following precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
- Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context
- Analyzing the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic
- Analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text
- Integrating quantitative or technical information expressed in words in a text with a version of that information expressed visually
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in a text

	<p>7.8 Ability to compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic</p> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades K-6</u></p> <p>7.9 Ability to write opinion pieces on topics or texts, supporting a point of view with reasons and information by</p> <ul style="list-style-type: none"> • Introducing a topic or text clearly, stating an opinion, and creating and organizational structure in which ideas are logically grouped to support the writer’s purpose • Providing logically ordered reasons that are supported by facts and details • Linking opinion and reasons using words, phrases, and clauses • Providing a concluding statement or section related to the opinion presented <p>7.10 Ability to write arguments focused on discipline-specific content by</p> <ul style="list-style-type: none"> • Introducing claim(s) about a topic or issue, acknowledging and distinguishing the claim(s) from alternate or opposing claims, and organizing the reasons and evidence logically • Supporting claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources • Using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence • Establishing and maintaining a formal style • Providing a concluding statement or section that follows from and supports the argument presented <p>7.11 Ability to write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes by</p> <ul style="list-style-type: none"> • Introducing a topic clearly, previewing what is to follow <ul style="list-style-type: none"> ○ Organizing ideas, concepts, and information into broader categories as appropriate to achieving purpose ○ Including formatting, graphics, and multimedia when useful to aiding comprehension • Developing the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples • Using appropriate and varied transitions to create cohesion and clarifying the relationships among ideas and concepts • Using precise language and domain-specific vocabulary to inform about or explain the topic • Establishing and maintaining a formal style and objective tone
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	<ul style="list-style-type: none"> • Providing a concluding statement or section that follows from and supports the information or explanation presented <p>7.12 Ability to incorporate narrative elements effectively into arguments and informative/explanatory texts by</p> <ul style="list-style-type: none"> • Incorporating narrative accounts into analyses of individuals or events of historical import • Writing precise enough descriptions of the step-by-step procedures used in scientific investigations or technical work that others can replicate them and (possibly) reach the same results <p>7.13 Ability to produce and distribute writing by</p> <ul style="list-style-type: none"> • Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed • Demonstrating a command of Standard grammar and conventions <p>7.14 Ability to demonstrate the grade-level expectations for using technology by</p> <ul style="list-style-type: none"> • Using the Internet to produce and publish writing as well as to collaborate with others • Presenting the relationships between information and ideas clearly and efficiently <p>7.15 Ability to use research to build and present knowledge by</p> <ul style="list-style-type: none"> • Conducting short research projects to answer a question (including a self-generated question) <ul style="list-style-type: none"> ○ Drawing on several sources ○ Generating additional related, focused questions that allow for multiple avenues of exploration • Gathering relevant information from multiple print and digital sources <ul style="list-style-type: none"> ○ Using search terms effectively ○ Assessing the credibility and accuracy of each source ○ Quoting or paraphrasing the data and conclusions of others ○ Avoiding plagiarism ○ Following a standard format for citation • Drawing evidence from informational texts to support analysis, reflection, and research
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***Notes regarding Disciplinary Literacy Competencies for K-6 and 4-8**

The Disciplinary Literacy Competencies for grades K-8 overlap such that there is no distinction between the requirements for the K-6 and 4-8 licenses. Reference the Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-5 and the Standards for Literacy in History Social Studies, Science, and Technical Subjects 6-12

Based on the CCSS, the Disciplinary Literacy Competencies for K-5 address all content areas across the Reading Informational and Writing strands. The competencies for grades 6-8 are presented in one grade band that is divided as follows: Reading in History/Social Studies, Reading in Science and Technical Subjects, and Writing in History/Social Studies, Science, and Technical Subjects.

In addition to the Arkansas Teaching Standards, the Elementary K-6 teacher shall demonstrate knowledge and/or competencies in the following content areas:

MATH

<p>1. Counting and Cardinality ACEI: 2.3 CCSS-M: CC.K</p>	<p>1.1 Ability to understand the four basic operations (i.e., addition, subtraction, multiplication, and division) and their properties (e.g., commutative, associative, distributive, order of operations)</p>
<p>2. Operations and Algebraic Thinking ACEI: 2.3 CCSS-M: OA.1-5</p>	<p>2.1 Ability to understand the four basic operations (i.e., addition, subtraction, multiplication, and division) and their properties (e.g., commutative, associative, distributive, order of operations)</p> <p>2.2 Ability to understand basic concepts of number theory (e.g., factors, multiples, place value, odd/even, prime/composite)</p> <p>2.3 Ability to understand how to solve problems, including word problems, using multiple strategies (e.g., modeling, estimation, algorithms) and assess the reasonableness of results</p>
<p>3. Numbers and Operations in Base Ten ACEI: 2.3 CCSS-M: NBT.K-5</p>	<p>3.1 Ability to understand basic number systems (e.g., whole numbers, integers, rational numbers, fractions, decimals)</p> <p>3.2 Ability to understand four basic operations (i.e., addition, subtraction, multiplication, and division) and their properties (e.g., commutative, associative, distributive, order of operations)</p> <p>3.3 Ability to understand basic concepts of number theory (e.g., factors, multiples, place value, odd/even, prime/composite)</p>
<p>4. Numbers and Operations – Fractions ACEI: 2.3 CCSS-M: NF.3-5</p>	<p>4.1 Ability to understand basic number systems (e.g., whole numbers, integers, rational numbers, fractions, decimals)</p> <p>4.2 Ability to understanding four basic operations (i.e., addition, subtraction, multiplication, and division) and their properties (e.g., commutative, associative, distributive, order of operations)</p>
<p>5. Rations and Proportional Relationships ACEI: 2.3 CCSS-M: RP.6</p>	<p>5.1 Ability to understand basic number systems (e.g., whole numbers, integers, rational numbers, fractions, decimals)</p> <p>5.2 Ability to understand how to solve problems, including word problems, using multiple strategies (e.g., modeling, estimation, algorithms) and assess the reasonableness of results</p>
<p>6. The Number Systems ACEI: 2.3</p>	<p>6.1 Ability to understand basic number systems (e.g., whole numbers, integers, rational numbers, fractions, decimals)</p>

<p>CCSS-M: NS.6</p>	<p>6.2 Ability to understand four basic operations (i.e., addition, subtraction, multiplication, and division) and their properties (e.g., commutative, associative, distributive, order of operations)</p> <p>6.3 Ability to understand basic concepts of number theory (e.g., factors, multiples, place value, odd/even, prime/composite)</p>
<p>7. Expressions and Equations ACEI: 2.3 CCSS-M: EE.6</p>	<p>7.1 Ability to understand basic algebraic methods and representations (e.g., variables, expressions, ordered pairs, tables, graphs)</p> <p>7.2 Ability to understand equations and inequalities</p>
<p>8. Measurement and Data ACEI: 2.3 CCSS-M: MD.K-5</p>	<p>8.1 Ability to understand nonstandard, customary, and metric units of measurement (e.g., length, time, temperature, volume, mass)</p> <p>8.2 Ability to understand visual displays of quantitative data (e.g., picture graphs, bar graphs, pie charts, line plots)</p> <p>8.3 Ability to understand fundamental counting techniques (e.g., permutations, combinations, tree diagrams)</p>
<p>9. Geometry ACEI: 2.3 CCSS-M: G.K-6</p>	<p>9.1 Ability to understand properties and attributes of two- or three-dimensional figures and their hierarchy of classification</p> <p>9.2 Ability to understand transformations (i.e., rotations, reflections, and translations), geometric models, and nets</p>
<p>10. Statistics and Probability ACEI: 2.3 CCSS-M: SP.6</p>	<p>10.1 Ability to understand basic descriptive statistics (i.e., mean, median, mode, and range)</p> <p>10.2 Ability to understand simple probability and intuitive concepts of chance (e.g., flipping a coin, spinning a spinner, rolling a number cube)</p>
<p>11. Mathematical Practices ACEI: 2.1 CCSS-M: Mathematical Practices 1-8</p>	<p>Standard 11 – to be prepared to develop student mathematical proficiency, all elementary mathematics teachers should know how to develop student expertise in the content area incorporating the following Standards for Mathematical Practice throughout all K-6 mathematics by</p> <p>11.1 Making sense of problems and persevere in solving them</p> <p>11.2 Reasoning abstractly and quantitatively</p> <p>11.3 Constructing viable arguments and critiquing the reasoning of others</p> <p>11.4 Modeling with mathematics</p> <p>11.5 Using appropriate tools strategically</p> <p>11.6 Attending to precision</p> <p>11.7 Looking for and making use of structure</p> <p>11.8 Looking for and expressing regularity in repeated reasoning</p>

In addition to the Arkansas Teaching Standards, the Elementary K-6 teacher shall demonstrate knowledge and/or competencies in the following content areas:

SCIENCE

<p>1. Fundamental understanding of the integration of STEM (science, technology, engineering, and mathematics)</p> <p>ACEI: 2.2</p> <p>CCSS: English Language Arts & Literacy in Science, and Technical Subjects, grades K-6</p> <p>CCSS: Mathematics, grades K-6</p> <p>NRC Framework</p>	<p>1.1 Ability to understand and model key concepts of science, technology, engineering and mathematics</p> <p>1.2 Ability to develop and deliver STEM-integrated, student-centered lessons and lab investigations taking into account factors such as safety measures, K-6 classroom dynamics, problem solving, and project-based learning strategies, etc. which integrate grade-appropriate standards and practices</p> <p>1.3 Ability to understand and apply the engineering design process used to solve real-world problems in K-6 lessons</p> <p>1.4 Ability to collect, evaluate, synthesize, and share real world data</p> <p>1.5 Ability to apply STEM principles toward solving human and environmental problems; work in collaborative design teams to meet given criteria to solve design problems</p> <p>1.6 Ability to utilize vocabulary, primary concepts, definitions, and models applicable to scientific investigations and engineering and design challenges</p> <p>1.7 Ability to develop and deliver STEM lesson assessments (formative and summative)</p> <p>1.8 Ability to recognize how an integrated approach can enrich the learning environment and build connections between STEM content areas</p> <p>1.9 Ability to understand and appreciate the nature of science and scientific inquiry through solving real-world problems</p> <p>1.10 Ability to share, model, and practice strategies to support the integration of STEM areas with the emphasis in the K-6 classroom</p>
<p>2. Fundamental understanding of the vision for K-6 science education: scientific and engineering practices, cross cutting concepts, and core ideas</p> <p>ACEI: 2.2</p> <p>CCSS: English Language Arts & Literacy in Science, and Technical Subjects, grades K-6</p> <p>CCSS: Mathematics, grades K-6</p>	<p>2.1 Ability to demonstrate a command of the <u>vision</u> for K-12 science education- "... students, over multiple years of school, actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields."</p> <p>2.2 Ability to demonstrate a command of the eight scientific and engineering practices identified on the NRC Framework listed below:</p> <ul style="list-style-type: none"> • Asking questions (for science) and defining problems (for engineering) • Developing and using models • Planning and carrying out investigations

ACEI – 2007 Association for Childhood Education International

ATS (InTASC) = 2011 Arkansas Teaching Standards (Interstate Teacher Assessment and Support consortium)

CCSS = 2010 Common Core State Standards

NRC Framework = National Research Council. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press, 2012

Praxis II (5031) = Praxis II Elementary Education: Multiple Subjects

<p>NRC Framework</p>	<ul style="list-style-type: none"> • Analyzing and interpreting data • Using mathematics and computational thinking • Constructing explanations (for science) and designing solutions (for engineering) • Engaging in argument from evidence • Obtaining, evaluating, and communicating information <p>2.3 Ability to demonstrate an understanding through the application of the 7 crosscutting concepts (Dimension 2) that should be reinforced by repeated use in instruction across the disciplinary core ideas (Dimension 3) with</p> <ul style="list-style-type: none"> • Patterns • Cause and effect: Mechanism and explanation • Scale, proportion, and quantity • Systems and system models • Energy and matter: Flows, cycles, and conservation • Structure and function • Stability and change <p>2.4 Ability to demonstrate an understanding of the disciplinary core ideas in physical sciences, life sciences, and earth and space sciences in the NRC Framework</p> <p>2.5 Ability to identify and implement lessons/units that integrate the scientific and engineering practices and crosscutting concepts with each of the core ideas as specified in the performance expectations of the NRC Framework</p> <p>2.6 Ability to demonstrate content and science investigation teaching methods for K-6 in the particular the core ideas of</p> <p><u>Physical Sciences:</u></p> <p>PS 1: Matter and its interactions PS 2: Motion and stability: Forces and interactions PS 3: Energy PS4: Waves and their applications in technologies for information transfer</p> <p><u>Life Sciences</u></p> <p>LS 1: From molecules to organisms: Structures and processes LS 2: Ecosystems: Interactions, energy, and dynamics LS 3: Heredity: Inheritance and variation of traits LS 4: Biological evolution: Unity and diversity</p> <p><u>Earth and Space Sciences</u></p> <p>ESS 1: Earth’s place in the universe ESS 2: Earth’s systems ESS 3: Earth and human activity</p>
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	<p><u>Engineering, Technology, and the Applications of Science</u> ETS 1: Engineering design ETS 2: Links among engineering, technology, science, and society</p> <p>2.7 Ability to demonstrate a command of the implementation of the Common Core State Standards for math and English/language arts and ISTE Technology Standards for Teachers as it supports the NRC Framework</p> <p>2.8 Ability to design and conduct science investigations in at least one if not all of the disciplinary core ideas with attention to gathering and interpreting scientific data</p> <p>2.9 Ability to demonstrate a command of diverse teaching strategies for reading and writing informational texts like those read and written by scientists</p>
<p>3. Principles of Life Sciences ACEI: 2.2 CCSS: English Language Arts & Literacy in Science, and Technical Subjects, grades K-6 CCSS: Mathematics, grades K-6 NRC Framework</p>	<p>3.1 Ability to demonstrate a deep understanding following active investigations from molecules to organisms including</p> <ul style="list-style-type: none"> • Structure and Function • Growth and Development of Organisms • Organization for Matter and Energy Flow in Organisms • Information Processing <p>3.2 Ability to demonstrate a deep understanding following active investigations of ecosystems including</p> <ul style="list-style-type: none"> • Interdependent Relationships in Ecosystems • Cycles of Matter and Energy Transfer in Ecosystems • Ecosystem Dynamics, Functioning, and Resilience • Social Interactions and Group Behavior <p>3.3 Ability to demonstrate a deep understanding following active investigations of heredity including</p> <ul style="list-style-type: none"> • Inheritance of Traits • Variation of Traits <p>3.4 Ability to demonstrate a deep understanding following active investigations of biological evolution including</p> <ul style="list-style-type: none"> • Evidence of Common Ancestry and Diversity • Natural Selection • Adaptation • Biodiversity and Humans
<p>4. Principles of Physical Sciences ACEI: 2.2 CCSS: English Language Arts &</p>	<p>4.1 Ability to demonstrate a deep understanding following active investigations in the principles of matter and its interactions including</p> <ul style="list-style-type: none"> • Structure and Properties of Matter

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<p>Literacy in Science, and Technical Subjects, grades K-6 CCSS: Mathematics, grades K-6 NRC Framework</p>	<ul style="list-style-type: none"> • Chemical Reactions • Nuclear Processes <p>4.2 Ability to demonstrate a deep understanding following active investigations in the principles of motion and stability including</p> <ul style="list-style-type: none"> • Forces and Motion • Types of Interactions • Stability and Instability in Physical Systems <p>4.3 Ability to demonstrate a deep understanding following active investigations in the principles of energy including</p> <ul style="list-style-type: none"> • Definitions of Energy • Conservation of Energy and Energy Transfer • Relationship Between Energy and Forces • Energy in Chemical Processes and Everyday Life <p>4.4 Ability to demonstrate a deep understanding following active investigations in the principles of waves and their applications in technologies for information transfer including</p> <ul style="list-style-type: none"> • Wave Properties • Electromagnetic Radiation • Information Technologies and Instrumentation
<p>5. Principles of Earth and Space Sciences ACEI: 2.2 CCSS: English Language Arts & Literacy in Science, and Technical Subjects, grades K-6 CCSS: Mathematics, grades K-6 NRC Framework</p>	<p>5.1 Ability to demonstrate a deep understanding following active investigations in the principles of earth’s place in the universe including</p> <ul style="list-style-type: none"> • The Universe and Its Stars • Earth and the Solar System • The History of Planet Earth <p>5.2 Ability to demonstrate a deep understanding following active investigations in the principles of earth’s systems including</p> <ul style="list-style-type: none"> • Earth Materials and Systems • Plate Tectonics and Large-Scale System Interactions • The Roles of Water in Earth’s Surface Processes • Weather and Climate • Biogeology <p>5.3 Ability to demonstrate a deep understanding following active investigations in the principles of earth and human activity including</p> <ul style="list-style-type: none"> • Natural Resources • Natural Hazards • Human Impacts on Earth Systems • Global Climate Change

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<p>6. Principles of Engineering Design, Technology, and Applications of Science ACEI: 2.2 CCSS: English Language Arts & Literacy in Science, and Technical Subjects, grades K-6 CCSS: Mathematics, grades K-6 NRC Framework</p>	<p>6.1 Ability to demonstrate a deep understanding following active investigations in the principles of the engineering design cycle in the context of K-6 science including</p> <ul style="list-style-type: none"> • Defining and Delimiting an Engineering Problem • Developing Possible Solutions • Optimizing the Design Solution <p>6.2 Ability to demonstrate a deep understanding following active investigations in the principles of links among engineering, technology, science, and society in the context of K-6 science including</p> <ul style="list-style-type: none"> • Interdependence of Science, Engineering, and Technology • Influence of Engineering, Technology, and Science on Society and the Natural World
<p>7. Safety NRC Framework</p>	<p>7.1 Ability to design activities in a grade K-6 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction</p> <p>7.2 Ability to design and demonstrate activities in a grade K-6 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines</p> <p>7.3 Ability to ensure safe science activities appropriate for the abilities of all students</p> <p>7.4 Ability to design and demonstrate activities in a K-6 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom.</p> <p>7.5 Ability to emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms</p>
<p>8. Disciplinary Literacy* ACEI: 2.1 CCSS-ELA: RI.K-5.1-10; RH.6.1-10; RST.6.1-10; W.K-6.1-10; WHST.6.1-10</p>	<p><u>Reading in Science and Technical Subjects, Grade 6</u></p> <p>8.1 Knowledge of developmentally appropriate scientific and technical texts across genres, cultures, and centuries</p> <p>8.2 Ability to select developmentally appropriate scientific and technical texts, using all measures of text complexity: qualitative, quantitative, and reader and task</p> <p>8.3 Ability to read scientific and technical texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <ul style="list-style-type: none"> • Citing specific textual evidence to support analysis of science and technical texts • Determining the central ideas or conclusions of a text <ul style="list-style-type: none"> ○ Providing an accurate summary of the text distinct

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	<p>from prior knowledge or opinions</p> <ul style="list-style-type: none"> • Following precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks • Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context • Analyzing the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic • Analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text • Integrating quantitative or technical information expressed in words in a text with a version of that information expressed visually • Distinguishing among facts, reasoned judgment based on research findings, and speculation in a text <p>8.4 Ability to compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic</p> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades K-6</u></p> <p>8.5 Ability to write opinion pieces on topics or texts, supporting a point of view with reasons and information by</p> <ul style="list-style-type: none"> • Introducing a topic or text clearly, stating an opinion, and creating an organizational structure in which ideas are logically grouped to support the writer’s purpose • Providing logically ordered reasons that are supported by facts and details • Linking opinion and reasons using words, phrases, and clauses • Providing a concluding statement or section related to the opinion presented <p>8.6 Ability to write arguments focused on discipline-specific content by</p> <ul style="list-style-type: none"> • Introducing claim(s) about a topic or issue, acknowledging and distinguishing the claim(s) from alternate or opposing claims, and organizing the reasons and evidence logically • Supporting claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources • Using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims,
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	<p>reasons, and evidence</p> <ul style="list-style-type: none"> • Establishing and maintaining a formal style • Providing a concluding statement or section that follows from and supports the argument presented <p>8.7 Ability to write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes by</p> <ul style="list-style-type: none"> • Introducing a topic clearly, previewing what is to follow <ul style="list-style-type: none"> ○ Organizing ideas, concepts, and information into broader categories as appropriate to achieving purpose ○ Including formatting, graphics, and multimedia when useful to aiding comprehension • Developing the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples • Using appropriate and varied transitions to create cohesion and clarifying the relationships among ideas and concepts • Using precise language and domain-specific vocabulary to inform about or explain the topic • Establishing and maintaining a formal style and objective tone • Providing a concluding statement or section that follows from and supports the information or explanation presented <p>8.8 Ability to incorporate narrative elements effectively into arguments and informative/explanatory texts by</p> <ul style="list-style-type: none"> • Incorporating narrative accounts into analyses of individuals or events of historical import • Writing precise enough descriptions of the step-by-step procedures used in scientific investigations or technical work that others can replicate them and (possibly) reach the same results <p>8.9 Ability to produce and distribute writing by</p> <ul style="list-style-type: none"> • Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed • Demonstrating a command of Standard grammar and conventions <p>8.10 Ability to demonstrate the grade-level expectations for using technology by</p> <ul style="list-style-type: none"> • Using the Internet to produce and publish writing as well as to collaborate with others
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	<ul style="list-style-type: none"> • Presenting the relationships between information and ideas clearly and efficiently <p>8.11 Ability to use research to build and present knowledge by</p> <ul style="list-style-type: none"> • Conducting short research projects to answer a question (including a self-generated question) <ul style="list-style-type: none"> ○ Drawing on several sources ○ Generating additional related, focused questions that allow for multiple avenues of exploration • Gathering relevant information from multiple print and digital sources <ul style="list-style-type: none"> ○ Using search terms effectively ○ Assessing the credibility and accuracy of each source ○ Quoting or paraphrasing the data and conclusions of others ○ Avoiding plagiarism ○ Following a standard format for citation • Drawing evidence from informational texts to support analysis, reflection, and research
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***Notes regarding Disciplinary Literacy Competencies for K-6 and 4-8**

The Disciplinary Literacy Competencies for grades K-8 overlap such that there is no distinction between the requirements for the K-6 and 4-8 licenses. Reference the Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-5 and the Standards for Literacy in History Social Studies, Science, and Technical Subjects 6-12

Based on the CCSS, the Disciplinary Literacy Competencies for K-5 address all content areas across the Reading Informational and Writing strands. The competencies for grades 6-8 are presented in one grade band that is divided as follows: Reading in History/Social Studies, Reading in Science and Technical Subjects, and Writing in History/Social Studies, Science, and Technical Subjects.

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In addition to the Arkansas Teaching Standards, the Elementary K-6 teacher shall demonstrate knowledge and/or competencies in the following content areas:

SOCIAL STUDIES

<p>1. Social Studies as a Field of Study</p> <p>C3 Framework</p>	<p>1.1 Knowledge of overarching themes/concepts drawn from the social studies</p> <p>1.2 Ability to integrate knowledge across the social studies content areas (civics/government, economics, geography, and history) and between the social studies and other disciplines (e.g., science, English language arts, mathematics, fine arts)</p> <p>1.3 Ability to comprehend best practices for teaching social studies to elementary school students including historical thinking skills (e.g., chronological thinking, historical comprehension, historical analysis and interpretation, historical research)</p> <p>1.4 Ability to demonstrate knowledge of current literature and research in social studies education and research problems/issues of current interest and importance in social studies education</p> <p>1.5 Ability to understand various methods of inquiry in the social sciences</p> <p>1.6 Ability to use knowledge, skills, and dispositions from social studies to organize and provide integrated instruction in grades K-6</p> <p>1.7 Ability to understand learning environments that encourage social interaction, active engagement in learning, and self-motivation</p>
<p>2. History – Arkansas, United States, and World</p> <p>C3 Framework</p>	<p>2.1 Ability to comprehend significant events and developments, including important people and key documents in AR and US history from founding to present</p> <p>2.2 Ability to comprehend significant historical periods and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations, the emergence of religious belief systems, the rise of nation-states, and social, economic, and political revolutions</p> <p>2.3 Knowledge of the major contributions of classical civilizations</p> <p>2.4 Ability to understand and impart the importance of major historical periods, people, events, developments, and documents</p> <p>2.5 Ability to understand the effects of twentieth-century developments and transformations in the United States and the world (e.g., assembly line, space age, technology)</p> <p>2.6 Ability to understand the importance of cultural unity and diversity within and across groups</p> <p>2.7 Ability to comprehend how important historical events and developments have shaped the modern world</p> <p>2.8 Ability to apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among</p>

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	<p>patterns of historical change and continuity</p> <p>2.9 Ability to examine institutions, values, and beliefs of people in the past</p> <p>2.10 Ability to use processes of critical historical inquiry to reconstruct and interpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, searching for causality, and distinguishing between events and developments that are significant and those that are inconsequential</p> <p>2.11 Ability to understand how and why individuals (including historians) may hold and espouse different views about the past</p>
<p>3. Geography</p> <p>C3 Framework</p>	<p>3.1 Knowledge of the uses of geography (e.g., apply geography to interpret past, to interpret present, to plan for future)</p> <p>3.2 Ability to use, interpret, and distinguish various representations of Earth such as maps, globes, atlases, and aerial photographs, and use appropriate geographic tools</p> <p>3.3 Ability to construct, use, and refine maps and mental maps, calculate distance, scale, area, and density, and organize information about people, places, regions, and environments in a spatial context</p> <p>3.4 Ability to locate, distinguish, and describe the relationships among varying regional and global patterns of physical systems such as landforms, climate, and natural resources, and explain changes in the physical systems</p> <p>3.5 Ability to explore ways in which Earth’s physical features have changed over time, and describe and assess ways historical events have influenced and been influenced by physical and human geographic features</p> <p>3.6 Ability to examine where people, places, and resources are located, why they are there, and why this matters</p> <p>3.7 Ability to explore characteristics, distribution, and migration of human populations on Earth’s surface</p> <p>3.8 Ability to consider, compare, and evaluate existing uses of resources and land in communities, regions, countries, and the world</p> <p>3.9 Ability to understand the interaction of physical and human systems (e.g., how humans change the environment, how the environment changes humans, importance of natural and human resources)</p> <p>3.10 Ability to know how people of different cultural backgrounds interact with their environment, family, neighborhoods, and communities</p> <p>3.11 Ability to describe how people create places that reflect culture, human needs, current values and ideals, and government policies</p> <p>3.12 Ability to understand the interaction between physical geography and culture, history, politics, and economics</p> <p>3.13 Ability to observe and analyze social and economic effects of environmental changes, both positive and negative</p>

<p>4. Government, politics, and civics</p>	<p>4.1 Ability to understand the nature, purpose, and forms (e.g., federal, state, local) of government, how its powers are acquired, used, and justified</p> <p>4.2 Describe and understand the basic features of the political system of the United States, and identify representative leaders from various levels and branches of government</p> <p>4.3 Ability to compare and contrast the different types of governmental ideology (e.g., dictatorship, absolute monarchy, direct and indirect democracy, parliamentary democracy)</p> <p>4.4 Ability to understand key U.S. documents (e.g., US Constitution, Declaration of Independence, Bill of Rights) and recognize how they attempt to balance the needs of the individual and the group</p> <p>4.5 Ability to understand civic ideals and democratic principles implicit in basic documents (human dignity and individual rights, justice, general welfare, freedom, equality, rule of law, etc.)</p> <p>4.6 Ability to examine the dynamic relationships between individual rights and responsibilities, roles, and status of individuals in relation to the needs of social groups, and concepts of a just society</p> <p>4.7 Ability to understand and describe how people in democratic nations organize to resolve conflicts for purposes such as establishing order and security, and seeking social justice</p> <p>4.8 Ability to analyze and explain governmental mechanisms to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security</p> <p>4.9 Ability to apply concepts such as power, role, status, justice, democratic values, and influence to the examination of persistent issues and social problems</p> <p>4.10 Ability to know a range of diverse primary sources, literature, and other media (local, national and international) to illustrate and explore citizenship in other times and places</p> <p>4.11 Ability to understand the role and impact of citizen participation in civil society and in the political arena</p> <p>4.12 Ability to analyze and evaluate the influence of various forms of citizen action on public policy</p> <p>4.13 Ability to evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making</p> <p>4.14 Ability to recognize learners’ developing sense of fairness and order, and uses this sense as an entry point into examining and analyzing rights and responsibilities, rules, types of authority, and governmental structures of their schools and communities in K-6 education</p> <p>4.15 Ability to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues—identifying, describing, and evaluating multiple points of view and taking reasoned positions on such issues</p>
<p>C3 Framework</p>	

<p>5. Economics (Production, Distribution, and Consumption)</p>	<p>5.1 Ability to understand scarcity and unequal resources dictate need for economic systems of exchange, including trade</p> <p>5.2 Ability to understand and describe interdependent world economy</p> <p>5.3 Ability to understand fundamental questions related to production, distribution, and consumption in local, state, national, and global context</p> <p>5.4 Ability to understand the various roles and types of financial institutions</p> <p>5.5 Ability to understand and know key terms, economic systems and basic economic concepts (e.g., scarcity, choice, opportunity cost, trade-offs, supply, demand, money, resources)</p> <p>5.6 Ability to understand the difference between wants and needs, and can create opportunities for elementary learners to develop such an understanding</p> <p>5.7 Ability to understand and explain why and how one may compare personal economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond – age appropriate for elementary learners</p> <p>5.8 Ability to understand the roles governments play in different economic systems (production of public goods, taxation, regulations, etc.) and their impacts on economic systems</p> <p>5.9 Ability to understand how economics affects population, resources, and technology</p> <p>5.10 Ability to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed</p> <p>5.11 Ability to analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system</p> <p>5.12 Ability to compare the costs and benefits to society of allocating goods and services through private and public means</p> <p>5.13 Ability to analyze the role of specialization and exchange in economic processes</p> <p>5.14 Ability to understand the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations</p> <p>5.15 Ability to assess how values and beliefs influence private and public economic decisions in different societies</p> <p>5.16 Ability to distinguish between domestic and global economic systems, and explain how the two interact</p> <p>5.17 Ability to apply economic concepts and principles in the analysis of public issues such as the allocation of health care or the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues</p>
<p>C3 Framework</p>	

<p>6. Anthropology, Sociology, and Psychology</p>	<p>6.1 Ability to appreciate the role of culture in shaping lives and the society in which they live</p> <p>6.2 Knowledge of how people of different cultural backgrounds interact with their environment, family, neighborhoods, and communities</p> <p>6.3 Ability to analyze and explain how groups, societies, and cultures address human needs and concerns</p> <p>6.4 Ability to interpret patterns of behavior as reflecting values and attitudes, which contribute to or pose obstacles to cross-cultural understanding</p> <p>6.5 Ability to study the influence of various times, cultures, groups, and institutions in order to understand individual development and identity</p> <p>6.6 Ability to examine various forms of human behavior in specific cultural contexts</p> <p>6.7 Ability to understand the relationships between social norms and emerging personal identities</p> <p>6.8 Ability to examine the ethical and other principles underlying individual action</p> <p>6.9 Ability to describe how family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self</p> <p>6.10 Ability to apply concepts, inquiry, methods, and theories in the study of human growth and development, learning, motivation, behavior, perception, and personality</p> <p>6.11 Ability to analyze the interactions among ethical, ethnic, national, and cultural factors in specific situations</p> <p>6.12 Ability to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and their effect upon human behavior</p> <p>6.13 Ability to compare and evaluate the impact of stereotyping, conformity, acts of altruism, discrimination, and other behaviors on individuals and groups</p> <p>6.14 Ability to understand how individual perceptions develop, vary, and can lead to conflict</p> <p>6.15 Ability to examine factors that contribute to and damage one’s mental health; and analyze issues related to mental health and behavioral disorders in contemporary society</p> <p>6.16 Ability to identify and analyze examples of tensions between expressions of individuality and efforts of groups and institutions to promote social conformity</p> <p>6.17 Ability to understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society</p> <p>6.18 Ability to analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings</p>
<p>C3 Framework</p>	

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	6.19 Ability to explain and apply ideas and modes of inquiry drawn from the behavioral sciences in the examination of persistent social issues and problems
7. Global Connections C3 Framework	7.1 Ability to examine the opportunities and challenges created by global interconnectedness 7.2 Ability to identify issues arising from global connections 7.3 Ability to explain how interactions among language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding 7.4 Ability to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations 7.5 Ability to analyze and evaluate the effects of changing technologies on the global community 7.6 Ability to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality 7.7 Ability to analyze the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns 7.8 Ability to analyze or formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights 7.9 Ability to describe and evaluate the role of international and multinational organizations in the global arena 7.10 Ability to illustrate how individual behaviors and decisions connect with global systems
8. Disciplinary Literacy* CCSS-ELA: RI.K-5.1-10; RH.6.1-10; RST.6.1-10; W.K-6.1-10; WHST.6.1-10	<u>Reading in History/Social Studies, Grade 6</u> 8.1 Knowledge of developmentally appropriate historical and other social studies texts across genres, cultures, and centuries 8.2 Ability to select developmentally appropriate historical and other social studies texts, using all measures of text complexity: qualitative, quantitative, and reader and task 8.3 Ability to read historical and other social studies texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by <ul style="list-style-type: none"> • Citing specific textual evidence to support analysis of primary and secondary sources • Determining the central ideas or information of a primary or secondary source <ul style="list-style-type: none"> ○ Providing an accurate summary of the source distinct from prior knowledge or opinions

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- Identifying key steps in a text’s description of a process related to history/social studies
- Determining the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- Describing how a text presents information (e.g., sequentially, comparatively, causally).
- Identifying aspects of a text that reveals an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- Integrating visual information with other information in print and digital texts
- Distinguishing among fact, opinion, and reasoned judgment in a text
- Analyzing the relationship between a primary and secondary source on the same topic

Reading in Science and Technical Subjects, Grade 6

- 8.4 Knowledge of developmentally appropriate scientific and technical texts across genres, cultures, and centuries
- 8.5 Ability to select developmentally appropriate scientific and technical texts, using all measures of text complexity: qualitative, quantitative, and reader and task
- 8.6 Ability to read scientific and technical texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by
- Citing specific textual evidence to support analysis of science and technical texts
 - Determining the central ideas or conclusions of a text
 - Providing an accurate summary of the text distinct from prior knowledge or opinions
 - Following precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
 - Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context
 - Analyzing the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic
 - Analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text
 - Integrating quantitative or technical information expressed in words in a text with a version of that information expressed visually
 - Distinguishing among facts, reasoned judgment based on research

	<p>findings, and speculation in a text</p> <p>8.7 Ability to compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic</p> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades K-6</u></p> <p>8.8 Ability to write opinion pieces on topics or texts, supporting a point of view with reasons and information by</p> <ul style="list-style-type: none"> • Introducing a topic or text clearly, stating an opinion, and creating and organizational structure in which ideas are logically grouped to support the writer’s purpose • Providing logically ordered reasons that are supported by facts and details • Linking opinion and reasons using words, phrases, and clauses • Providing a concluding statement or section related to the opinion presented <p>8.9 Ability to write arguments focused on discipline-specific content by</p> <ul style="list-style-type: none"> • Introducing claim(s) about a topic or issue, acknowledging and distinguishing the claim(s) from alternate or opposing claims, and organizing the reasons and evidence logically • Supporting claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources • Using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence • Establishing and maintaining a formal style • Providing a concluding statement or section that follows from and supports the argument presented <p>8.10 Ability to write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes by</p> <ul style="list-style-type: none"> • Introducing a topic clearly, previewing what is to follow <ul style="list-style-type: none"> ○ Organizing ideas, concepts, and information into broader categories as appropriate to achieving purpose ○ Including formatting, graphics, and multimedia when useful to aiding comprehension • Developing the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples • Using appropriate and varied transitions to create cohesion and clarifying the relationships among ideas and concepts • Using precise language and domain-specific vocabulary to inform about or explain the topic
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***Notes regarding Disciplinary Literacy Competencies for K-6 and 4-8**

The Disciplinary Literacy Competencies for grades K-8 overlap such that there is no distinction between the requirements for the K-6 and 4-8 licenses. Reference the Common Core State Standards (CCSS) for English Language Arts & Literacy

ATS (InTASC) = 2011 Arkansas Teaching Standards (Interstate Teacher Assessment and Support consortium)

C3 Framework = 2013 College, Career, & Civic Life C3 Framework for Social Studies State Standards

CCSS = 2010 Common Core State Standards

Praxis II (5031) = Praxis II Elementary Education: Multiple Subjects

in History/Social Studies, Science, and Technical Subjects K-5 and the Standards for Literacy in History Social Studies, Science, and Technical Subjects 6-12

Based on the CCSS, the Disciplinary Literacy Competencies for K-5 address all content areas across the Reading Informational and Writing strands. The competencies for grades 6-8 are presented in one grade band that is divided as follows: Reading in History/Social Studies, Reading in Science and Technical Subjects, and Writing in History/Social Studies, Science, and Technical Subjects.

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In addition to the Arkansas Teaching Standards, the Elementary K-6 teacher shall demonstrate knowledge and competencies in the following areas:

ART, MUSIC, HEALTH, PHYSICAL EDUCATION

<p>1. Art ACEI: 2.5</p>	<p>1.1 Basic knowledge of the concepts, vocabulary and forms in the fine arts 1.2 Knowledge of the role of the fine arts in society throughout history and within diverse cultures 1.3 Knowledge of fundamental roles, principles and ideas of how various cultures are expressed through artistic forms (drawing, painting, sculpture, architecture, drama and literature) 1.4 Knowledge of the instruments, methods and materials used in the production of artworks in the elementary classroom 1.5 Knowledge of developmentally appropriate fine arts activities and experiences for elementary students</p>
<p>2. Music ACEI: 2.5</p>	<p>2.1 Basic knowledge of the components of music 2.2 Basic knowledge of the families of musical instruments 2.3 Basic knowledge of musical concepts, vocabulary and forms 2.4 Knowledge of developmentally appropriate musical activities and experiences for elementary students 2.5 Knowledge of how to integrate the components of music with English/Language Arts, Mathematics, Social Studies, Science, and other content competencies as they evolve</p>
<p>3. Health ACEI: 2.6</p>	<p>3.1 Basic knowledge of mental and emotional health, drug education, diet, exercise, sleep, sexuality, and disease prevention concepts as they relate to quality and longevity of life 3.2 Knowledge of safety, injury prevention, first aid, CPR and how to access emergency procedures</p>
<p>4. Physical Education ACEI: 2.7</p>	<p>4.1 Fundamental knowledge of concepts of motor development and motor learning; manipulative skills and movement 4.2 Fundamental knowledge in the principles of physical fitness, and appropriate selection of physical activities for elementary students 4.3 Knowledge of developmental individual and team activities and games, including outdoor activities 4.4 Lifetime leisure activities, including rhythmic and basic dance activities; emphasis should be on physical aspects of activities 4.5 Safety and injury prevention in sports 4.6 Basic knowledge of physical education curriculum planning 4.7 Knowledge of how to integrate physical education with other subjects found in a K-6 curriculum</p>
<p>5. Disciplinary Literacy* ACEI: 2.1 CCSS-ELA: RI.K-5.1-10; RH.6.1-</p>	<p><u>Reading in Science and Technical Subjects, Grade 6</u> 5.1 Knowledge of developmentally appropriate scientific and technical texts across genres, cultures, and centuries 5.2 Ability to select developmentally appropriate scientific and</p>

<p>10; RST.6.1-10; W.K-6.1-10; WHST.6.1-10</p> <p>Praxis II (5032): IB2, IB4, IIB3, IIB4</p>	<p>technical texts, using all measures of text complexity: qualitative, quantitative, and reader and task</p> <p>5.3 Ability to read scientific and technical texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <ul style="list-style-type: none"> • Citing specific textual evidence to support analysis of science and technical texts • Determining the central ideas or conclusions of a text <ul style="list-style-type: none"> ○ Providing an accurate summary of the text distinct from prior knowledge or opinions • Following precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks • Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context • Analyzing the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic • Analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text • Integrating quantitative or technical information expressed in words in a text with a version of that information expressed visually • Distinguishing among facts, reasoned judgment based on research findings, and speculation in a text <p>5.4 Ability to compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic</p> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades K-6</u></p> <p>5.5 Ability to write opinion pieces on topics or texts, supporting a point of view with reasons and information by</p> <ul style="list-style-type: none"> • Introducing a topic or text clearly, stating an opinion, and creating and organizational structure in which ideas are logically grouped to support the writer’s purpose • Providing logically ordered reasons that are supported by facts and details • Linking opinion and reasons using words, phrases, and clauses • Providing a concluding statement or section related to the opinion presented <p>5.6 Ability to write arguments focused on discipline-specific content by</p> <ul style="list-style-type: none"> • Introducing claim(s) about a topic or issue, acknowledging
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	<p>and distinguishing the claim(s) from alternate or opposing claims, and organizing the reasons and evidence logically</p> <ul style="list-style-type: none"> • Supporting claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources • Using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence • Establishing and maintaining a formal style • Providing a concluding statement or section that follows from and supports the argument presented <p>5.7 Ability to write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes by</p> <ul style="list-style-type: none"> • Introducing a topic clearly, previewing what is to follow <ul style="list-style-type: none"> ○ Organizing ideas, concepts, and information into broader categories as appropriate to achieving purpose ○ Including formatting, graphics, and multimedia when useful to aiding comprehension • Developing the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples • Using appropriate and varied transitions to create cohesion and clarifying the relationships among ideas and concepts • Using precise language and domain-specific vocabulary to inform about or explain the topic • Establishing and maintaining a formal style and objective tone • Providing a concluding statement or section that follows from and supports the information or explanation presented <p>5.8 Ability to incorporate narrative elements effectively into arguments and informative/explanatory texts by</p> <ul style="list-style-type: none"> • Incorporating narrative accounts into analyses of individuals or events of historical import • Writing precise enough descriptions of the step-by-step procedures used in scientific investigations or technical work that others can replicate them and (possibly) reach the same results <p>5.9 Ability to produce and distribute writing by</p> <ul style="list-style-type: none"> • Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed • Demonstrating a command of Standard grammar and
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Based on the CCSS, the Disciplinary Literacy Competencies for K-5 address all content areas across the Reading Informational and Writing strands. The competencies for grades 6-8 are presented in one grade band that is divided as follows: Reading in History/Social Studies, Reading in Science and Technical Subjects, and Writing in History/Social Studies, Science, and Technical Subjects.

In addition to the Arkansas Teaching Standards, the Elementary K-6 teacher shall demonstrate knowledge and/or competencies in the following content areas:

DIVERSITY, SPECIAL EDUCATION AND DISABILITIES

<p>1. Diversity ACEI: 3.2, 5.2</p>	<p>1.1 Knowledge of theoretical approaches to student learning and motivation</p> <p>1.2 Knowledge of the impact of language, culture, and gender differences on learning</p> <p>1.3 Knowledge of the environmental and societal influences on student development and achievement</p> <p>1.4 Knowledge of the basic characteristics and defining factors for each of the major disability categories</p> <p>1.5 Knowledge of the basic characteristics and defining factors for gifted and ELL students</p> <p>1.6 Knowledge of the impact of exceptionalities on individuals, families, and society across the life span</p>
<p>2. Foundations of Special Education ACEI: 3.2</p>	<p>2.1 Knowledge of federal definitions related to special education</p> <p>2.2 Knowledge of the federal requirements for pre-referral, referral, and identification</p> <p>2.3 Knowledge of the federal safeguards of the rights of stakeholders</p> <p>2.4 Knowledge of the components of a legally defensible individualized education program</p> <p>2.5 Knowledge of major legislation related to special education</p> <p>2.6 Knowledge of the roles and responsibilities of the special education teacher</p> <p>2.7 Knowledge of the roles and responsibilities of the general education teacher</p> <p>2.8 Knowledge of the roles and responsibilities of other professionals who deliver special education services</p> <p>2.9 Ability to understand the strengths and limitations of various collaborative approaches</p> <p>2.10 Ability to communicate with stakeholders</p> <p>2.11 Knowledge of potential bias issues that may impact teaching and interactions with students and their families</p>
<p>3. Students with Disabilities ACEI: 3.2, 4.0</p>	<p>3.1 Knowledge of multiple means of representation – information and content is presented in different ways</p> <p>3.2 Knowledge of multiple means of action and expression – differentiation in the way students express their knowledge/learning</p> <p>3.3 Knowledge of multiple means of engagement – stimulates interest and motivation for learning</p>

	<p>3.4 Ability to understand learning objectives that are measurable and appropriately challenging</p> <p>3.5 Ability to understand the means of providing access to the curriculum</p> <p>3.6 Ability to organize the learning environment</p> <p>3.7 Ability to understand and support students with challenging behaviors</p> <p>3.8 Knowledge of instructional strategies/techniques that are appropriate, considering students' ages and abilities</p> <p>3.9 Knowledge of instructional strategies for ensuring individual academic and behavioral success in one-to-one, small group, and large group settings</p> <p>3.10 Knowledge of instructional strategies that facilitate maintenance and generalization of concepts</p> <p>3.11 Ability to select and implement research-based interventions for individual students</p> <p>3.12 Ability to select and implement supplementary and/or functional curriculum</p> <p>3.13 Knowledge of options for assistive technology</p> <p>3.14 Knowledge of preventative strategies and intervention strategies for at-risk learners</p> <p>3.15 Knowledge of the impact of language, culture, and gender on the identification process</p> <p>3.16 Knowledge of evidence-based assessments that are effective and appropriate</p> <p>3.17 Ability to select and use assessments for various purposes</p> <p>3.18 Ability to interpret assessment results</p> <p>3.19 Ability to understand and use the results of assessments</p>
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