

## **LIBERAL STUDIES PORTFOLIO AND ASSESSMENT**

All students in the Liberal Studies Program of the California State University, Bakersfield are assessed in terms of their overall grade-point average, and in a portfolio covering their subject matter coursework.

The Liberal Studies portfolio assignments will address the selected upper-division courses that deal with disciplinary subject matter areas identified as the Subject Matter Requirements for the Multiple Subject Teaching Credential. For each course, the student provides certain graded course materials and composes an essay response to issues addressed in the course. In addition, the Portfolio includes the required materials documenting the student's achievement of basic computer competency (CTAP level I). Student portfolios for non-blended students are completed during a course in which the portfolio is assessed by two Liberal Studies Program faculty, and is pass-fail. Prospective teachers in the Liberal Studies Elementary Subject Matter Preparation Program at CSUB must assemble a longitudinal portfolio that demonstrates their growing proficiency in the principal subject matter areas of the Elementary Subject Matter program. Each prospective teacher receives instruction and guidance as to portfolio design and management in the pertinent courses, and continuing advice and counsel will be available for students as they progress through the program.

Liberal Studies students are also evaluated on their grade point average in undergraduate courses. Students must achieve a minimum 2.00 grade point average to graduate from CSUB. A minimum 2.67 gpa is required to enter CSUB's Multiple Subjects Credential Program.

Non-blended students cannot enter Phase II of the CSUB teaching program until all Subject Matter courses are fulfilled, and the Portfolio satisfactorily completed. In the case of students in the Blended Baccalaureate Program at CSUB, the Portfolio must be completed by the time the student enters Phase III, the final quarter of the teaching program.

Non-blended students must also pass the CSET examination, multiple subjects, prior to entering our School of Education's Credential Program. Students in the Blended Baccalaureate Program at CSUB must complete all three parts of this CSET examination by the time they enter Phase III, the final quarter of the teaching program.

It is possible to repeat the Liberal Studies portfolio class (LS495) twice in order to achieve Subject Matter Competence. Up to four courses at CSUB may also be repeated and the earlier grade replaced at CSUB. In the case of an unsatisfactory grade from the second reader of the portfolio, the student may revise the portfolio in response to the reader's comments, and resubmit it within a week of receiving the unsatisfactory evaluation. The portfolio will then be read by another member of the Liberal Studies faculty at CSUB (other than the student's instructor in LS495 and the initial second reader of the portfolio). If this reader deems the portfolio satisfactory (and the student has passed LS495), the student is considered to have passed the portfolio.

Students in the Liberal Studies Program are required to be advised by a program advisor at least once each academic year while a major. The two Liberal Studies Senior Advisors both have a M.S. in Counseling, and evaluate all major files in the course of each year, and perform the bulk of the advising.

[Liberal Studies Portfolio Guidelines](#)

Our portfolio requirements include multiple measures (reflective essays, and graded subject area assignments) for each of the subject areas outlined below. Portfolios will be developed from the start of the prospective teacher's school career. This includes all course work taken at CSUB or transferred from other institutions. Beyond the general requirements are these additional specific considerations outlined below:

- a. Completed portfolios will be part of the requirements for the prospective teachers in each of the two major tracks: Non blended majors will take LS 495 (3 units). Blended students will attach the assignments to the School of Education's required portfolio.
- b. Portfolios are graded as pass or fail.
- d. Prospective teachers will be given timely written feedback on their assignments, each portfolio will be read by two readers, and candidates will have an opportunity to revise and resubmit their work within a week of being notified that his or her portfolio is unsatisfactory.
- e. If the portfolio revision remains inadequate, the prospective teacher will have to repeat the course.
- f. Rubrics for the grading of portfolios are uniform for all programs and are provided in the syllabi of the respective capstone courses (see appendix).
- g. Students must complete and submit the Course Assessment survey as part of the portfolio (see below).

## PORTFOLIO ASSIGNMENTS

### Language

All students will have to demonstrate their competence in the area of Language. The following list identifies the learning objectives and reflective essay topics or assignments for the sub-areas.

#### *Language I Goals*

- To analyze the distinctive patterns of English on the levels of sound (phonology), form (morphology) and structure (syntax)
- To improve your ability to use the principal structures of English to communicate effectively in writing and in speech
- To understand the relationship between structure and meaning as a foundation for teaching writing

#### **Portfolio Assignments**

Respond to the following questions, writing at least one typed, double-spaced page for your answer to each.

1. Write a brief (no more than one page) essay on the following:  
“Teaching grammar to elementary school children is/is not important because . . .”
2. What principle features of English do you now understand that you did not understand before taking this course? How does that understanding improve your ability to use and/or teach English?

#### **Additional Portfolio Materials Required**

Include in your portfolio at least one assignment and/or exam you completed in English 319 course to show how well you mastered the course material.

#### *Language II Goals*

- To write concise, lucid English prose without errors in syntax, diction, grammar punctuation or spelling
- To use a minimum of five different prose structures (persuasive essay, web page, proposal, short story, lab report, etc.)
- To recognize points of view and communication needs of different audiences
- To modify the content, structure, style, diction, and tone of a written communication to suit the needs and limitations of its audiences
  - To assess critically any work -- especially your own -- in any of the above areas and to correct those weaknesses

#### **Portfolio Assignments**

Respond to the following questions, writing at least one typed, double-spaced page for your answer to each.

1. Compare two pieces of school-level writing, one completed at the start of your school career and one completed in one of your Upper Division classes in your major.
  - a. In what ways has your writing matured?
  - b. What have you learned in that is most beneficial to improving your writing?
2. Explain what you would emphasize in teaching writing to children in grades 1-3. What kinds of assignments would you make to help the children to develop confidence in their writing?
3. Explain what you would emphasize in teaching writing to children in grades 4-8. How would you adapt your expectations to suit the children’s growing ability with language?

#### **Additional Portfolio Materials Required**

Include in your portfolio at least one writing assignment you completed in your Upper Division course (students who pass GVAR may substitute an assignment from a different course. Turn in the graded/corrected copy; you do not need to revise. If you kept a writing journal as an assignment in the course, you may photocopy pages from that journal for the writing samples.

## **Social Science**

All students will have to demonstrate their competence in the area of History and Social Science. The following list identifies the learning objectives and reflective essay topics or assignments for the sub-areas.

### ***History Goals***

- To become familiar with the chronology and topical organization of History as understood by professional academic historians and social scientists:
- To review principal political documents of U.S. history, including but not limited to the Declaration of Independence, Articles of Confederation, Constitution, Federalist Papers, and the Emancipation Proclamation
- To write expository essays that employ historical evidence to support answers to specific historical problems.
- To understand the development of ancient, medieval and modern civilizations as presented in the California K-12 Academic Standards.
- To identify and describe major events in the development of California's economy and polity and their continued impact on the formation of California's ethnic and cultural identity.
- To integrate the history of ethnic and racial minorities and women into the story of early America so as to provide a multicultural and gender-balanced perspective.
- To understand the impact of culture and society on individual behavior and social relations, including patterns of prejudice, stereotyping, and discrimination.
- To appreciate the differences among cultures, and the ways in which cultural values influence social interaction, and, most notably, educational settings.

### **Portfolio Assignments**

Respond to the following questions, writing at least one typed, double-spaced page for your answer to each.

1. Discuss the ways in which cultural differences have strengthened and enriched American society.
2. What are some of the ways you intend to do as a teacher to help students gain a greater awareness of their own culture and greater respect for cultures different from their own?
3. "History is about dead people." In what ways will you bring history to life so your students will enjoy learning about the past?
4. Discuss an activity that you plan to employ in your elementary classroom to promote students' grasp of the impact of geography on human development.

### **Additional Portfolio Materials Required**

Include in your portfolio at least two writing assignments and/or exams you completed in your Theme III course. Turn in the graded/corrected copy; you do not need to revise.

## **Mathematics**

All students will have to demonstrate their competence in the area of Mathematics. The following list identifies the learning objectives and reflective essay topics or assignments for this area.

## **Goals**

- To develop an understanding of fundamental concepts of mathematics regarding number systems, including set theory, numeration systems, number theory, probability, and computational algorithms
- To develop expertise in elements of modern geometry, including principles of measurement, the metric system, constructions, networks, intuitive geometry of plane and solid shapes
- To use a variety of problem-solving strategies in the areas of arithmetic, algebra, geometry and probability
- To apply problem-solving strategies in a laboratory setting, making substantial use of concrete materials

### **Portfolio Assignments**

Respond to the following questions, writing at least one typed, double-spaced page for your answer to each.

1. Choose a thought-provoking problem you worked on in one of your Math classes. Discuss the steps you took to solve the problem and what you learned about mathematics through this process.
2. Review an exam you took in one of your Math classes and select a question/problem that was particularly difficult for you. What did you do to overcome that difficulty? Did you develop a mental or a physical model for an abstract concept? Did you apply a new approach to problem solving?
3. Explain how using concrete materials is effective when teaching a difficult Math concept, such as fractions, to children.
4. Discuss why an understanding of mathematical concepts more advanced than those taught in grades K-6 is crucial to effective teaching of Mathematical concepts covered in those grades.

### **Additional Portfolio Materials Required**

Include in your portfolio at least two assignments you completed in Math classes 321. Turn in the graded/corrected copy; you do not need to revise. The submission of other materials as directed or determined by the major department.

## **Science**

All students will have to demonstrate their competence in the area of Science. The following list identifies the learning objectives and reflective essay topics or assignments for the sub-areas. Students should turn in materials appropriate to their upper division Science course (Science 325A or 325B).

### **Life Science**

#### **Goals**

- To understand the fundamental concepts of cell biology, physiology, ecology, genetics and evolution
- To understand the structure of living organisms and their function, the living and nonliving components in environments, life cycles, reproduction and evolution
- To test interpretations of the living world through careful observations and experiments
- To apply problem-solving strategies in a laboratory or field setting, making substantial use of concrete materials

### ***Portfolio Assignment***

Respond to the following questions, writing at least one typed, double-spaced page for your answer to each.

1. Choose a scientific misconception that you became aware of in your Life Science classes. Describe the experience of recognizing and correcting the misconception.

2. Describe an important discovery in Life Science made after 1900 and discuss its impact on everyday life.
3. Select a concept within Life Science and describe how you would use active learning to teach this concept in grades K-6.

#### **Additional Portfolio Materials**

Include in your portfolio at least one writing assignment you completed in Science 325A. Turn in the graded/corrected copy; you do not need to revise. The submission of other materials as directed or determined by the major department.

### **Earth and Space Science**

#### **Goals**

- To develop a fundamental understanding of the major disciplines of Earth and Space Science, including Astronomy, Geology, Meteorology, and Oceanography
- To understand the influence of solar system dynamics, plate tectonic motions, and the circulation of the atmosphere and ocean on earth's geography, seasons, climate and life
- To make interpretations of natural phenomena that are firmly backed up by evidence comprising careful observations and measurements
- To apply problem-solving strategies in a laboratory setting, making substantial use of concrete materials

#### **Portfolio Assignments**

Respond to the following questions, writing at least one typed, double-spaced page for your answer to each.

1. Choose a scientific misconception that you became aware of in one of your Earth or Space Science classes. Describe the experience of recognizing and correcting the misconception.
2. Describe an important twentieth-century Earth and Space Science discovery and discuss its impact on everyday life.
3. Select a concept within Earth and Space Science and describe how you would use active learning to teach this concept in grades K-6.

#### **Additional Portfolio Materials Required**

Include in your portfolio at least one writing assignment you completed in Science 325B. Turn in the graded/corrected copy; you do not need to revise. The submission of other materials as directed or determined by the major department.

### **Visual and Performing Arts**

All students will have to demonstrate their competence in the area of Visual and Performing Arts. The following list identifies the learning objectives and reflective essay topics or assignments for the sub-areas.

#### **Goals**

- To understand human development in the arts
- To learn fundamental criteria for making judgments about the quality of works of art
- To become familiar with various approaches and methodologies used in arts education
- To learn how to encourage children to express themselves through artistic forms to facilitate their creative and artistic growth

#### **Portfolio Assignments**

Respond to the following questions, writing at least one typed, double-spaced page for your answer to each.

1. Agree or disagree with the following statement:

“Education in the arts is just as fundamental--and just as essential--in elementary schools as education in reading, writing, and arithmetic.”

Use specific examples from works of art to support your argument.

2. What is the value of the study of fine arts to you as a prospective teacher?

**Additional Portfolio Materials Required**

Include in your portfolio at least two assignments, projects and/or exams you completed in your upper division Fine Arts classes (Art 302 or Music 310 or Theatre 305) to show what you learned. If you kept a professional journal as part of an assignment for this course, you may photocopy pages (3-5) from that journal for one of the assignments requested.

**Physical Education**

All students in the Elementary Subject Matter programs will have to demonstrate their competence in the area of Physical Education. The following list identifies the learning objectives and reflective essay topics or assignments for this area.

**Goals**

- To demonstrate a knowledge of the developmental stages that occur in children in grades K-8
- To design/develop curriculum and lesson plans for elementary physical education
- To teach a variety of activities appropriate for K-8 students

**Portfolio Assignments**

Respond to the following questions, writing at least one typed, double-spaced page for your answer to each.

1. The current health status of the American public is at an all-time low, largely because of the lack of regular physical activity. In what ways will you promote fitness in the children you teach?
2. How have your personal exercise regimen and eating habits been influenced by what you learned in this course?

**Additional Portfolio Materials Required**

Include in your portfolio at least two writing assignments you completed in your PEAK 325, including at least one lesson plan. Turn in the graded/corrected copies; you do not need to revise.

**Technology**

Include the materials you completed in your computer literacy coursework (or equivalent), and in LS390, including documentation of CTAP level I certification by a CTAP level III instructor.

**Personal Statement**

After you have completed all of your entries from each subject matter area, review and reread what you have written. Then think about who you were and what you were when you entered the Liberal Studies Program at CSUB, and compare that with who you are and what you are now. Compose a personal statement of no more than four double-spaced pages that covers the following topics:

1. How have you grown through your education? What weakness are you still striving to overcome? What steps are you taking to improve in this area?
2. In what courses have you learned the most? Which teaching strategies did you feel were most effective?
3. How is the curriculum of the Liberal Studies major related to the curriculum you will be teaching in the elementary classroom?

4. What are your plans for the future? What do you hope to have accomplished five years from now? Ten? Twenty?

***RUBRICS FOR SUBJECT MATTER PORTFOLIO ASSIGNMENTS, LIBERAL STUDIES***

**Name of Prospective Teacher:** \_\_\_\_\_

**Date Portfolio Submitted:** \_\_\_\_\_

**Name of Faculty Reviewer:** \_\_\_\_\_

**Date of Faculty Review:** \_\_\_\_\_

**Date of resubmission (if necessary) :** \_\_\_\_\_

**Final Grade: Pass** \_\_\_\_\_ **Fail** \_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_

**Requirements:**

**1. In order for the portfolio to receive a passing grade, all assignments in each subject matter area listed below must receive a rating of “acceptable” or “2” or above. All assignments will be evaluated for 1) Content - addressing related concepts/themes/ideas of the Student Academic Content Standards (Grades K-8) of the state Board of Education; 2) Examples of skills and abilities related to the subject matter domain reviewed; 3) Use of Language (Written English mechanics, usage, and sentence structure)**

**2. Any portfolio assignment not receiving a rating of “2” or above may be resubmitted up until the final week of the capstone course.**

**3. Unless otherwise indicated, all written assignments should be typed and double-spaced on at least one page.**

**4. The final portfolio submitted will receive a grade of pass or fail.**

<i>Rubric</i>	<i>Level of Performance</i>	<i>Description of Quality for Each Assignment</i>
0	No Response Submitted	There is no evidence related to this assignment in the portfolio.
1	Unacceptable Response	Some of the requirements for this assignment are presented; however, the content does not address required concepts/themes/ideas and is not related to the Student Academic Content Standards (Grades K-8) of the State Board of Education; there are no examples of skills and abilities related to the subject matter content domain; the assignment is not organized clearly and contains four or more errors in English mechanics, usage, and sentence structure.
2	Acceptable Response	All requirements for this assignment are presented; the content addresses the related concepts/themes/ideas of the Student Academic Content Standards (Grades K-8) of the State Board of Education;

		there are at least two examples of skills and abilities related to the subject matter content domain; the assignment is organized clearly and there are three or fewer errors in English mechanics, usage or sentence structure.
3	Outstanding Response	In addition to all requirements for this assignment, supplemental evidence demonstrating exceptional understanding or analysis of the content-related concepts/themes/ideas of the Student Academic Content Standards (Grades K-8) of the State Board of Education is presented; there are more than two examples of skills and abilities related to the subject matter content domain; the assignment is organized clearly, is error-free and displays fluent style marked by syntactic variety.