Reading/Literacy Added Authorization & Reading/Literacy Leadership Specialist Certificate Programs

Section Three- Assessments

Candidate assessment is embedded in the Program's course and fieldwork. The instructor informs candidates of these requirements through the course syllabi at the beginning of the semester. Course syllabi provide students with the assessment protocol and a detailed rubric describing the expectations. Upon completion of the assessments students receive feedback in the form of scores and written comments.

The Program Coordinator is responsible for coordinating the collection of assessment data with the assistance of program faculty each semester. At the beginning of each semester, a program meeting is dedicated to reviewing assessment tools, rubrics, and scoring procedures. During this meeting, faculty review previous students' work to develop consensus on standards for scoring. Near the end of each spring semester, a program meeting is dedicated to reviewing assessment results, determining what changes, if any, the results suggest, and adjusting the next year's assessment activities as needed.

The following table summarizes the assessment tools and point of collection.

Program	Assessment	Point in Program	Course
RLAA	Theory to Practice Project	First Semester	LEE 213
RLAA	Intervention Case Study	Second Semester	LEE 224
RLLSC	Literature Review	First Semester	LEE 244
RLLSC	Coaching Presentations	Final Semester	LEE 254

Measure 1: *LEE 213 Theory to Practice Project*
In *LEE 213-Teaching the Language Arts K-12*, students complete an inquiry project that has three main components. First, students select a topic of inquiry driven by their professional experiences teaching language arts and write a research paper describing the different theoretical perspectives and respective instructional implications. Second, students use the research examined to develop and implement instructional lessons in the classroom setting. Third, students develop a presentation to share with colleagues that presents the theory of their report, the practical applications from their lessons, and a critical reflection on the experiences. Projects are evaluated and scored using a rubric (attached) as exceeds expectations (90-100), meets basic expectations (80-89), or needs improvement (below 80) based on the ability to compare and contrast literacy theories and apply the theoretical perspectives in effectively designing literacy instruction that meets the needs of struggling readers and English Learners. A score of ≥ 80 is considered to have met the learning outcome.

The directions below are excerpted from the LEE 213 syllabus:
Theory to Practice Project
Apply what you are learning in this course in a practical way. Identify specific standards from the *California Preschool Learning Foundations and Frameworks* (Volume 1) or the *California Common Core* to address using the strategies you researched. Combine your

state-adopted materials with additional supplemental resources to deliver the instruction. One lesson must include instruction on digital online literacy skills. I am especially interested in your application of the materials presented in the textbook and in class. Your project should represent at least 12 hours of work with students.   You will present your project to the class.

Inquiry Paper
You will choose a question related to language arts that you wish to learn more about, then research the topic and write a research paper. We will discuss topics in class and I want to approve each topic before you begin working.   Examine the question in depth, consulting at least 8 sources, primarily NCTE and IRA journals. Two sources can be from the Internet as long as they are professional sites. Compile what you learn in a scholarly paper, typed, double-spaced, and at least 10 pages long. Use the APA format. Include the following components in your paper: cover page; introduction (question and why you chose it); 2 or 3 major headings (information you gathered about the topic); conclusion; and reference list.
I will read your rough draft (typed with references and an outline for prewriting) and give you many suggestions for revising and editing your paper. Then you will revise and edit your rough draft before submitting the final paper. This project will be graded based on use of the writing process, content, thoroughness, organization, style, use of Standard English and APA format. My purpose in this assignment is to have you (1) learn more about the language arts, (2) learn about the APA format, and (3) to refine your writing skills. Your final paper after it is graded will be placed in your Reading/Language Arts Master's Degree Portfolio.

LEE 213: THEORY TO PRACTICE PROJECT RUBRIC			
CRITERIA	EXCEEDS EXPECTATIONS (90-100% total)	MEETS BASIC EXPECTATIONS (80-89% total)	NEEDS IMPROVEMENT: (Below 80% total)
FORMAT: 10 points possible	Well-organized, with few mechanical/grammatical errors, in APA format with references and student samples. **9-10 points**	Well organized, some mechanical and grammatical errors that affect clarity. **7-8 points**	Not well organized, unclear in places. **0-6 points**
REACHING DIVERSE LEARNERS: 25 points possible	Effectively integrates different modes of communication and expression through language arts and visual and performing arts to reach multiple ways of learning and meaning-making for diverse learners (EL, different learning styles). Opportunities for creativity, critical thought, and expression for all students. **23-25 points**	Experiences and lessons include some integration of language arts and visual and performing arts to meet diverse learners and learning styles. Some opportunities for creativity and higher order thinking. **20-22 points**	Little to no evidence of integrating language and visual and performing arts, teaching and learning experiences stratified toward one learning style or language mode. **0-19 points**
APPLIED THEORY: 25 points possible	Theoretical framework is applied effectively and shapes the teaching and learning activities and experiences. Conceptual understanding of relevant theories is cited. **23-25 points**	Some evidence of theoretical framework, some connection to teaching and learning experiences **20-22 points**	Little to no evidence of theoretical framework for teaching and learning experiences. **0-19 points**
PRAXIS 25 points possible	Three iterations of: 1. Teaching and on going assessment of a lesson, 2. Reflecting upon the students' learning (e.g. conversations, readings, individual thought,), 3. Ways to modify or improve teaching. **23-25 points**	Some evidence of analytical reflection and ways to modify or improve one's practices. **20-22 points**	Superficial discussion about lesson with little critical thought and reflection upon teaching practices. **0-19 points**
CLASS PRESENTATION 15 points possible	Includes an outline for members of the audience. Effectively relates a description of the project, student samples presented highlight different learners/learning styles with a discussion of how students responded to the project and evidence of praxis. **13-15 points**	Good discussion about the particulars of the project, includes samples, could go deeper into connecting theory and practice. **11-12 points**	No evidence of preparation/organization. Does not include a handout or student samples. Superficial recapping of the project. **0-10 points**

Measure 2: *LEE 224 Case Study Report*

In *LEE 224-Assessing & Developing Reading Abilities*, students administer a variety of literacy assessments to an individual struggling reader in K-12, analyze the assessment results, and use the results to develop an individualized instructional plan. The students prepare a case study report that details the assessment tools and results, provides an analysis of the results, and provides instructional recommendations. Reports are evaluated and scored using a rubric (attached) as exceeds expectations (90-100), meets basic expectations (80-89), or needs improvement (below 80) based on the ability to administer, score, and analyze assessment tools and to use assessment results and literacy research to guide the design of differentiated instruction for struggling readers. A score of ≥ 80 is considered to have met the learning outcome.

The following directions are excerpted from the LEE 224 syllabus.

Case Study Report

Select one struggling reader identified as an English Learner, administer assessments, analyze the results of the assessments, and then construct a report on the reader's strengths and weaknesses. The Case Study report should include assessment results and a plan of intervention for the student based upon the assessment results obtained. You will provide 2 strategies for each area of need, making sure to explain the clear connection between your analysis of assessment results and your instructional recommendations. Each recommendation will need to be supported by research evidence and be consistent with a balanced, comprehensive program of reading and literacy instruction. The research should be cited using APA format, and a reference list should be included at the end of the report. This is a professional report that will be submitted to the classroom teacher, principal, and parents. (See attached rubric)

LEE 224 CASE STUDY RUBRIC

Scoring Rubric X 5	Results	Analysis	Strengths/ Weaknesses	Instructional Recommendations	Writing Mechanics
Exemplary 4	All assessment results reported clearly, concisely, and accurately.	All assessments analyzed accurately, thoroughly and competently	All needs and strengths targeted. Summary is supported by multiple and varied assessments	2-3 recommendations provided; all accurately address needs and build on strengths; all appropriately supported; at least 1 activity for home	Essentially error-free; Meets guidelines for APA publication
Accomplished 3	Most quantitative and qualitative assessment results reported clearly, concisely, and accurately.	Most assessments analyzed accurately; some analyses lack depth	Most needs and strengths targeted. Summary is supported by multiple and varied assessments	2-3 recommendations provided; most accurately address needs and build on strengths; most appropriately supported; at least 1 activity for home	Minor errors; normal conventions of spelling and grammar; errors do not interfere with comprehensibility; Minor APA errors; APA style/ format used throughout paper
Developing 2	Some quantitative and qualitative assessment results reported clearly, concisely, and accurately.	Some assessments analyzed accurately; most analyses lack depth	Some needs and strengths targeted; summary is supported by single assessments	Incomplete recommendations; some accuratelty address needs and build on strengths; some appropriately supported	Frequent spelling/ grammar errors that interfere with comprehensibility; not all APA format followed
Beginning 1	Few quantitative and qualitative assessment results reported clearly, concisely, and accurately.	Few assessments analyzed accurately; few analyses are through	Few needs and stregnts targeted; summary does not refer to assessments	Incomplete recommendations; few accurately address needs and build on stregntsh; few appropriately supported	Numerous spelling/ grammar errors that interfere with comprehensibility; APA format not followed.

Total:___/100

Measure 3: *LEE 244 Literature Review Wiki Project*
In *LEE 244-Research for Reading Professionals*, students review research from the emergent reading, comprehension, and English Learner fields of literacy and construct a Wiki Page of selected literature reviewed. On this wiki page, students provide summaries of the research reviewed, including context, methods, and implications as well as a synthesis comparing the various theoretical perspectives that were examined. Wiki pages are evaluated and scored using a rubric (attached) as craftsman (87-100), good (74-86), or satisfactory (below 74) based on the ability to summarize and synthesize research studies. A score of ≥ 80 is considered to have met the learning outcome.

The following directions are excerpted from the LEE 244 syllabus.

Wiki Literature Review
Review the literature in at least 4 different areas of literacy (Required areas are: emergent literacy; comprehension; English Learners). Select *at least* 5 research studies you determine to be important to the field. Create a separate link for each study on your Wiki page. For each study provide: a summary of the research questions, sample, methods, instruments and findings; a critique of the strengths/weaknesses of the research procedures, design, and conclusions; and provide at least one paragraph justifying the importance of the study, limitations, and implications for policy and practice. The purpose in this assignment is to have you (1) learn more about research based reading instruction, (2) learn about the APA format, and (3) to refine your writing skills.

LEE 244 LITERATURE REVIEW WIKI RUBRIC

Wiki	Satisfactory	Good	Craftsman (Excellent)
	Points Possible up to…		
Topics covered	Covers 5 studies for each of 4 topics including Emergent Literacy, Comprehension & English Language Learners 30 points	Covers 6 studies for each of 5 topics including Emergent Literacy, Comprehension, & English Language Learners 35 points	Covers 7 studies for each of 5 topics including Emergent Literacy, Comprehension, & English Language Learners 40 points
Summary	Summary tells too much or not enough about the context (students) & methods, and provides somewhat clear conclusions 25 points	Summary tells a little about the context (students) & methods, and summarizes conclusions and implications 27 points	Summary provides sufficient amounts of context (students) & methods and summarizes conclusions and implications clearly 30 points
APA	10 errors 5 points	5 errors 7 points	2 errors 10 points
Attractive	Nice but a bit plain 6 points	Changed parts of the standard format 8 points	Lots of changes and wiki looks very attractive 10 points
Members & Discussions	No members or discussions 7 points	One or two members and 5 ideas discussed 9 points	3 or more members (some outside of class), 7 discussion posts & other features such as widgets 10 points
Total Score			100

Measure 4: *LEE 254 Coaching Presentations*
In *LEE 254-Supervised Field Experiences in Reading*, students collaborate with a colleague in 3 peer-coaching cycles, consisting of pre-consultation, observation/modeling, and debriefing consultation. The students prepare presentations for two of the cycles. Presentations include lessons learned about the coaching process, critical reflective insights about professional growth, and plans for future goals. Presentations will be evaluated and scored using a rubric (attached) as excellent (31-50), fair (11-30), or poor ($\leq$ 10) based on ability to critically analyze coaching experiences and to reflectively assess professional growth.
A score of $\geq$ 31 is considered to have met the learning outcome.

The following directions are excerpted from the LEE 254 syllabus.
Coaching Sessions/Presentations
Students will select a professional colleague to collaborate with in 3 peer coaching cycles. Each cycle will consist of 3 phases: a) pre-consultation; b) observation and/or modeling of lessons; and c) a debriefing consultation. ALL sessions must be recorded (video or audio). 2 sessions will be presented to the class; the third will only be for the professor. Each student will present their video and lead a discussion of the coaching experience and process. The presentation should discuss lessons learned about coaching and identify critical insights about growth and future goals. Questions and issues may be posed to the audience to stimulate discussion. (See rubric)

LEE 254 COACHING PRESENTATION RUBRIC			
	EXCELLENT 5	FAIR 3	POOR 1
Video Content **Weight x 3**	**Video includes all 3 phases of the coaching process. Video is high quality and easy for audience to hear and view. Video is 10-15 minutes in length.**	**Video includes 2 phases of the coaching process. Video is of adequate quality for audience to hear and view. Video is 10-15 minutes in length.**	**Video includes only 1 phase of coaching process. Video is of low quality and detracts from audience engagement. Video length does not meet requirement.**
Presentation **Weight x2**	**The student presents the information clearly and displays a complete understanding of their information. Audience is effectively engaged in discussion.**	**The student presents the information fairly clearly and displays a reasonable understanding of their information. Audience is somewhat engaged in discussion.**	**The information is not clearly presented. Gaps and lack of focus demonstrate lack of preparation.**
Reflective Analysis **Weight x5**	**Presentation clearly highlights key events to share with audience. Analysis includes lessons learned about coaching and identifies critical insights about growth and future goals.**	**Presentation highlights several events to share with audience. Analysis includes lessons learned about coaching but needs elaboration about growth and future goals.**	**Presentation includes few events to share with audience. Analysis does not include lessons learned about coaching or insights about growth and future goals.**