

The assessment of student learning outcomes, program revisions based upon those outcomes, and plans for future assessment activities:

Program Assessments:

The assessments used currently to measure the learning outcomes of the graduate students in the Master of Arts Degree in Education with a Reading/Language Arts Option, are the *Theory to Practice Project*, the *Case Study Report*, a *Wiki Literature Review*, and the *Comprehensive Exam*. The Theory to Practice Project is a *LEE 213 Teaching the Language Arts K-12* assignment. The Case Study Report is a *LEE 224 Assessment and Development of Reading Abilities* assignment, a Wiki Literature Review is a *LEE 244 Research Based Reading Methods* assignment, and the Comprehensive is a *LEE 298 Culminating Experience* assignment.

Assessment Descriptions:

The LEE 213 Theory to Practice Project is 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.

The LEE 224 Case Study Report is a set of a variety of literacy assessments administered to an individual struggling reader in K-12. Graduate students analyze the assessment results and use the results to develop an individualized instructional plan. The students in the class prepare a case study report that details the assessment tools and results, provide an analysis of the results, and make instructional recommendations.

The LEE 244 Wiki Literature Review is a review of the research from the emergent reading, comprehension, and English Learner fields of literacy that is then inputted electronically into a Wiki page. 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.

The LEE 298C Comprehensive Exam is one of two culminating experience options. It assesses learning outcomes connected to the following core courses: LEE 278, LEE 213, LEE 215, LEE 224, and LEE 244. More specifically, it measures Outcome 1.1, the following exam question will be analyzed: *Identify four similarities and differences between Bottom-Up and Top-Down reading instruction. Students must make reference to research studies*, and Outcome 2.1, the following question will be analyzed: *Review the attached Running Record from a first grade student. Analyze the results and devise a brief instructional plan for the student.*

Assessment Evaluation Procedures

The LEE 213 Theory to Practice Project is evaluated and scored using a rubric (attached) as proficient (90-100), developing (80-89), or beginning (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. 75% of students are expected to meet the learning outcome.

The LEE 224 Case Study Report is 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. 75% of students are expected to meet the learning outcome.

The LEE 244 Wiki Literature Review is 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. 75% of students are expected to meet the learning outcome.

The LEE 298 C Comprehensive Exam is evaluated and scored using a rubric (attached) as exemplary (4), accomplished (3), developing (2), or beginning (1). A mean score of ≥ 3 is considered to have met the learning outcome. 75% of students are expected to meet the learning outcome.

All the assessments are accompanied by either a 3 to 5 point criterion rubric. Rubric summations are provided by the faculty. Data collected (assignments) are summarized and used to make a comparative analysis of program delivery across courses, and is used to identify program strengths and areas for improvement, and evaluate program outcomes.

Program Outcomes:

It is expected that graduate students in the program will be able to: 1.1) Compare and contrast major theories of literacy and language development, and 1.2) Apply theoretical perspectives and scientific research in the design and implementation of instructional lessons. In addition, graduates will be able to 2.1) Design differentiated instructional strategies based on student assessment results, and 2.2) Provide effective clinical/critical literacy instruction to meet the needs of culturally and linguistically diverse struggling readers. Graduates will be also able to 3.1) Demonstrate effective collegial mentoring in literacy instruction, and 3.2) Evaluate school-wide and/or district-wide literacy program initiatives.

Assessment Results and Future Recommendations

According to the last [Outcomes Assessment Report 2014-15](#), it was discovered that graduate student in our program possessed a marginal ability to compare and contrast major literacy development theories (Outcome 1.1). In addition, students seemed to do well with instructional modeling of best practices, but struggled with the integration of research in their theory to practice papers (Outcome 1.2). Graduate students did fairly well with the Wiki project in paraphrasing reviews of the literature (Outcome 3.1, 3.2). The results of the Case Study Report were mixed (Outcome 2.1 and 2.2). Half the students struggled in their ability to used assessment results to design appropriate differentiated instruction. Interesting enough, while the results of the comprehensive exam exceeded expectations, 95% passing rate on 2 of the 3 questions, it was noted that questions 5 and 6 need to be revised, as these question had a high retake rate (Outcome 1.1, 1.2).

With this said, in the year 2014-15, the program revised questions 5 and 6 as well as questions 9 and 10 of the comprehensive exam. Future assessment activities include revising the LEE 213 Theory to Practice Presentation Rubric and the rubric for the comprehensive exam.