

Course Assessment Report - 4 Column

Great Basin College Courses (EDU) - EDRL

Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>Courses (EDU) - EDRL - EDRL 437 - Teaching Reading - Principles of literacy - Students will be able to explain the principles of the developmental stages of literacy and how the components of literacy coincide at each level. (Created By Courses (EDU) - EDRL)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Final Exam</p> <p>Assessment Measure Category: Exam/Quiz - Standardized</p> <p>Criterion: N/A</p>	<p>05/18/2012 - Through reading assignments, independent research and viewing the Introduction and Chapter 1 Power Point, the students acquired the understanding of self-sufficiency and interdependence as it relates to effective leadership skills for teachers of young children.</p> <p>Quiz #1: Median - 18/20; Average 18.1</p> <p>Ch. #1 Reflective Essay Questions: Median - 40/40</p> <p>Average - 37.3</p> <p>Culminating Paper: Median - 40/40; Average 32/40 12/14 completed the culminating paper.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>05/18/2012 - The results were fantastic. Students were able to score the third graders' assessments correctly and analyze and justify the students' developmental levels. I plan to continue to use this type of assessment at the end of the semester to see that the college students can apply what they have learned.</p>
<p>Courses (EDU) - EDRL - EDRL 437 - Teaching Reading - Common Core State Standards - Students will apply the principles of developmental stages of literacy to develop reading lessons aligned to the Common Core State Standards. (Created By Courses (EDU) - EDRL)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Emergent, Beginning, Transitional Lesson Plans Strategy Lessons and presentations Word study lesson and presentation Interactive read alouds</p> <p>Assessment Measure Category: Exam/Quiz - Standardized</p> <p>Criterion: N/A</p>	<p>05/18/2012 - 66% of students passed the lesson plan assignments with a B or better.</p> <p>100% of students passed two of the three strategy lesson assignments with a B or better. 66% passed the third strategy lesson with a B or better.</p> <p>100% of students passed the word study lesson with a B or better.</p> <p>100% of the students passed the read aloud with a B or better.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>05/18/2012 - Next semester, I will use the CCSS before the first lesson is completed. Students were choosing the strategy and then finding a CCSS rather than finding the CCSS first. I noticed this after the first strategy lesson, and reminded them of the proper order. We reviewed the CCSS in class again. I will do this more often and from the start next semester.</p>
<p>Courses (EDU) - EDRL - EDRL 437 - Teaching Reading - Literacy assessments -</p>	<p>Assessment Measure: Final Exam</p>	<p>05/18/2012 - 100% of the students passed the</p>	

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<p>Students will administer and evaluate informal literacy assessments to make instructional decisions. (Created By Courses (EDU) - EDRL)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure Category: Exam/Quiz - Standardized</p> <p>Criterion: N/A</p>	<p>final exam with a B or better.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>05/18/2012 - Students did administer informal literacy assessments in class as learning opportunities. They evaluated the assessments as part of the final exam. See Outcome #1 box.</p>
<p>Courses (EDU) - EDRL - EDRL 437 - Teaching Reading - Student Analysis - Students will analyze student work samples in order to find the synchrony among reading, writing, and spelling development and make instructional decisions. (Created By Courses (EDU) - EDRL)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Final Exam</p> <p>Assessment Measure Category: Exam/Quiz - Standardized</p> <p>Criterion: N/A</p>	<p>05/18/2012 - 100% of the students passed the final exam with a B or better.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>05/18/2012 - The results were fantastic. Students were able to score the third graders' assessments correctly and analyze and justify the students' developmental levels. I plan to continue to use this type of assessment at the end of the semester to see that the college students can apply what they have learned.</p>
<p>Courses (EDU) - EDRL - EDRL 437 - Teaching Reading - Elements of Effective Instruction - Students will apply the elements of effective instruction (e.g., student engagement activities, differentiation, SIOP) to develop lesson plans focused on comprehension in literature and non-fiction content. (Created By Courses (EDU) - EDRL)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status:</p>	<p>Assessment Measure: Strategy Lessons and presentations</p> <p>Assessment Measure Category: Performance/Presentation</p> <p>Criterion: N/A</p>	<p>05/18/2012 - 100% of students passed two of the three strategy lesson assignments with a B or better. 66% passed the third strategy lesson with a B or better.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>05/18/2012 - The biggest weakness students had with this assessment was alignment between standard, objective, and lesson. A greater focus on this aspect will be needed. One way of doing that is requiring students to choose a standard, and write the objectives in class.</p>

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Active			
<p>Courses (EDU) - EDRL - EDRL 437 - Teaching Reading - Fluency in Reading Development - Students will understand the role fluency plays in children?s reading development. (Created By Courses (EDU) - EDRL)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Final Exam</p> <p>Assessment Measure Category: Exam/Quiz - Standardized</p> <p>Criterion: N/A</p>	<p>05/18/2012 - 100% of the students passed the final exam with a B or better</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>05/18/2012 - The IRIs included fluency rates and the college students used that information to justify the developmental levels of students. See Outcome #1.</p>
<p>Courses (EDU) - EDRL - EDRL 437 - Teaching Reading - Vocabulary - Students will understand the role of vocabulary in children?s reading development. (Created By Courses (EDU) - EDRL)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Emergent, Beginning, Transitional Lesson Plans Interactive read alouds</p> <p>Assessment Measure Category: Performance/Presentation</p> <p>Criterion: N/A</p>	<p>05/18/2012 - 66% of students passed the lesson plan assignments with a B or better. 100% of the students passed the read aloud with a B or better.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>05/18/2012 - Students included vocabulary in the lessons, but sometimes did not make it the sole focus of the part of the lesson that it needs to be. Next semester, I will require that specific vocabulary strategies are named within the lesson plans so that the students have to make it the focus.</p>
<p>Courses (EDU) - EDRL - EDRL 437 - Teaching Reading - Principles of Guided Reading - Students will be able to explain and apply the principles of guided reading in developing and teaching lessons. (Created By Courses (EDU) - EDRL)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status:</p>	<p>Assessment Measure: Emergent, Beginning, Transitional Lesson Plans</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: N/A</p>	<p>05/18/2012 - 66% of students passed the lesson plan assignments with a B or better.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>05/18/2012 - The students' weakness in this was not so much the plan itself, but the understanding of the organization and management of the students and the other activities occurring during guided reading. I am trying to determine a way in which the students present and rotate classmates through other stations. This will be a challenge with very</p>

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Active			few students teaching across Nevada.
<p>Courses (EDU) - EDRL - EDRL 437 - Teaching Reading - Classroom Observation - Students will make connections between learning in the college classroom and observations of teaching reading in the K-8 classroom. (Created By Courses (EDU) - EDRL)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Classroom observations</p> <p>Assessment Measure Category: Observation</p> <p>Criterion: N/A</p>	<p>05/18/2012 - 100% of the students passed both of the classroom observation assignments with a B or better.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>05/18/2012 - Students classroom observations were completed well. I will continue to require them to reflect and make connections between the field work and the course.</p>
<p>Courses (EDU) - EDRL - EDRL 437 - Teaching Reading - Journal Articles - Students will understand major concepts, assumptions, debates, processes of inquiry and ways of knowing central to teaching reading. (Created By Courses (EDU) - EDRL)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Journal articles</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: N/A</p>	<p>05/18/2012 - Journal article #1 0% of the students passed with a B or better.</p> <p>Journal article #2 100% of the students passed with a B or better.</p> <p>Journal article #3 100% of the students passed with a B or better.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>05/18/2012 - Students journal summaries and reflections were completed well. I will continue to require students to read from the professional journals so that they are aware of this aspect of growing as a professional as well as making connections among different processes, assumptions, and concepts in reading education.</p>