

Assessment: Course Four Column



Courses (EDU) - EDRL

EDRL 437:Teaching Reading

Course Outcomes	Assessment Measures	Results	Actions
<p>5 research-based components of reading instruction - Students will demonstrate understanding of the 5 research-based components of reading instruction. (Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension) as well as Imagery and Background knowledge. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 09/15/2016</p>	<p>Assignment - Written - INTASC Standards: 1, 2, 4, and 5</p> <p>These included creating phonogram cards, reading summaries, quizzes, lessons based on the components, group discussions and activities aligning standards to literature.</p> <p>The mid-term exam was objective questions and 2 short response essays. Criterion: Assignments, quizzes, mid-term exam</p>	<p>Reporting Period: 2015-2016 Criterion Met: N/A 100% of the students received A</p> <p>The individual assignments ranged in grades as the students progressed through the course, but the final grades averaged to A. (09/15/2016)</p>	<p>Action: The next time this course is offered, I will be adding more time looking at the research and evaluating more teaching materials based on the research. (09/15/2016)</p>
<p>Research-based assessment tools for determining reading ability - Students will demonstrate understanding of the use of research-based assessment tools for determining reading ability. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 09/15/2016</p>	<p>Exam - INTASC Standards: 2, 4, and 6</p> <p>The assignments included field testing a student with a variety of screening tools.</p> <p>The mid-term was an objective test with 2 short answer responses and the Final exam was an essay using a case study student example. Criterion: Assignments, exams</p>	<p>Reporting Period: 2015-2016 Criterion Met: N/A</p> <p>The individual assignments ranged in grades as the students progressed through the course, but the final grades averaged to A. (09/15/2016)</p>	<p>Action: The next time this course is offered, I will be adding more time looking at the research and evaluating more teaching materials based on the research. (09/15/2016)</p>
<p>Use data to analyze student needs for differentiation of instruction and</p>	<p>Assignment - Written - INTASC Standards: 1, 2, 3, 4, 5, and 6.</p>	<p>Reporting Period: 2015-2016 Criterion Met: N/A</p>	<p>Action: To increase the rigor in understanding the differentiation of</p>

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<p>grouping for reading groups - Students will demonstrate understanding of the use data to analyze student needs for differentiation of instruction and grouping for reading groups. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 09/15/2016</p>	<p>The assignments included the screening of a student, analyzing the data, and demonstrating the use of the data to determine groups. Both the mid-term and the final exam expected understanding of this process in both objective questions and essay responses. Criterion: Assignments, exams</p>	<p>The individual assignments ranged in grades as the students progressed through the course, but the final grades averaged to A. (09/15/2016)</p>	<p>instruction in reading, I will add time in field placement to work with small groups of needy readers and reflect on the data of the use of strategies. This action also ties into the College plan of providing greater opportunities to build and continue partnerships with the districts we serve. (09/15/2016)</p>
<p>Reading strategies for component emphasis and use with students including students with reading deficits - Students will analyze reading strategies for component emphasis and use with students including students with reading deficits. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 09/15/2016</p>	<p>Assignment - Written - *INTASC Standards: 2, 5, 6, and 8. The assignments for this outcome included examining web sites, teacher texts, and teacher created lesson plans for quality of research-based components in the materials. This was presented to the class in oral discussions, power point presentations, and narrative papers. The mid-term and final addressed this outcome with objective questions and essay scenarios. Criterion: Assignments, exams</p>	<p>Reporting Period: 2015-2016 Criterion Met: N/A The individual assignments ranged in grades as the students progressed through the course, but the final grades averaged to A. (09/15/2016)</p>	<p>Action: The next time this course is offered, I will be adding more time looking at the research and evaluating more teaching materials based on the research. (09/15/2016)</p>