Assessment: Course Four Column

![Great Basin College logo]

Courses (EDU) - EDRL

EDRL 437:Teaching Reading

Course Outcomes	Assessment Measures	Results	Actions
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	**Discussion -** 1. Discussion Module 2-Phonemic Awareness and Speaking and Listening 2. Discussion Module 3-Alphabet Knowledge and Letter Naming 3. The Logic of English 4. Fluency 5. Final Project 6. Module 2 Quiz 7. Module 3 Quiz 8. Logic of English Quiz 9. Module 5 Quiz **Criterion:** 80% for 80% of students.	**Reporting Period:** 2017-2018 **Criterion Met:** Yes 1. 13/13-100% 2. Low Score 10/15; High Score 15/15; Average Score 14.15 3. Low Score 45; High Score 50; Average Score 49.31 4. Low Score 52; High Score 65; Average Score 57.23 5. Low Score 137; High Score 300; Average Score 274.62 (1 student turned in an incomplete final project) 6. Low Score 0; High Score 21; Average Score 17.54 (1 student did not complete the quiz) 7. Low Score 17; High Score 20; Average Score 18.23 8. Low Score 16; High Score 20; Average Score 18.69 9. Low Score 16; High Score 20; Average Score 19.08 Results Analysis: Students met outcome. (12/18/2018)	**Action:** Continue with multiple modes of reading and assessment for basic principles. Create a live version of the class starting in Fall of 2018. The students will be able to receive more one-on-one feedback from myself and other students for learning more precise use of oral and written phonograms, the building block of all reading and writing activities. (12/18/2018)
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	**Discussion -** 1. Discussion Module 1-Reading assessment and RTI 2. RTI Interview 3. Phonemic Awareness 4. Fluency 5. Module 1 Quiz **Criterion:** 80% for 80% of students.	**Reporting Period:** 2017-2018 **Criterion Met:** Yes 1. 13/13 students-100% 2. Low Score 39/50; High Score 50/50; Average Score 45.77 3. Low Score 25; High Score 40; Average Score 37.38 4. Low Score 52; High Score 65; Average Score 57.23 5. Low Score 12; High Score 20; Average Score 18.31 Results Analysis: Students met outcome. (12/18/2018)	**Action:** Add a live version of 437 for Fall 2018. We will be able to incorporate more videos and discussion on student assessment procedures. Students will receive more practice opportunities for in class assessment protocols and will be able to learn discussion protocols in real time. (12/18/2018)

Course Outcomes	Assessment Measures	Results	Actions
Use data to analyze student needs for differentiation of instruction and 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	**Discussion -** 1. Discussion Module 1-Reading assessment and RTI 2. RTI Interview 3. Phonemic Awareness 4. Fluency 5. Module 1 Quiz **Criterion:** 80% for 80% of students.	**Reporting Period:** 2017-2018 **Criterion Met:** Yes 1. 13/13 students-100% 2. Low Score 39/50; High Score 50/50; Average Score 45.77 3. Low Score 25; High Score 40; Average Score 37.38 4. Low Score 52; High Score 65; Average Score 57.23 5. 5. Low Score 12; High Score 20; Average Score 18.31 Results Analysis: Students met outcome. (12/18/2018)	**Action:** See Outcome #2 action plan. (12/18/2018)
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	**Discussion -** 1. Discussion 1 Module 5-Vignette 2. Discussion 2 Module 5-Vignette 3. Final Project 4. Module 6 Quiz 5. Module 7 Quiz **Criterion:** 80% for 80% of students.	**Reporting Period:** 2017-2018 **Criterion Met:** Yes 1. Low score 0/13; High Score 15/15; Average Score 13.85 (1 student did not turn in a discussion) 2. Low score 0/13; High Score 15/15; Average Score 13.65 (1 student did not turn in a discussion) 3. 5. Low Score 137; High Score 300; Average Score 274.62 (1 student turned in an incomplete final project) 4. Low Score 16; High Score 20; Average Score 18.46 5. Low Score 8; High Score 20; Average Score 17.77 Results Analysis: Students met outcome. (12/18/2018)	**Action:** The live class will allow for more discussion of strategies, opportunities for students to practice strategies themselves, and we will be able to incorporate more technology tools for lesson planning and strategy instruction. (12/18/2018)
Panning for reading instruction across the curriculum - Students will demonstrate an understanding of planning for reading instruction across the curriculum. **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 09/15/2016	**Assignment - Project -** 1. Shared Reading Lesson Plan 2. Teaching Literature 3. Informational Text **Criterion:** 80% for 80% of students.	**Reporting Period:** 2017-2018 **Criterion Met:** Yes 1. Low Score 40; High Score 50; Average Score 46.23 2. Low Score 160; High Score 200; Average Score 191.54 3. Low Score 140; High Score 200; Average Score 184.62 Results Analysis: Students met outcome. (12/18/2018)	**Action:** Time in a live class will allow for better teacher modeling of lesson planning formats and peer feedback. It will also allow for clarification of grading rubrics and opportunities for students to present live lessons for instructor and peer feedback as well. (12/18/2018) **Follow-Up:** I first taught this class in the Spring of 2017 as an adjunct faculty member. After teaching this class for three semesters now, I am looking to change the class from an online

Course Outcomes	Assessment Measures	Results	Actions
			format to a live/IAV format. Even though students are meeting objectives, all students should spend more time discussing and collaborating with fellow students to clarify lesson planning, assessment, and literacy strategy questions and procedures. This will help them to prepare for the real-life scenario of Professional Learning Communities used in elementary schools for data collection, data analysis, and lesson planning. The live format will allow us to analyze and practice collecting assessment data from videos, because GBC students are not required to take a practicum with this methods class it is difficult for students to coordinate hands on assessment experience with students. I will also be able to clarify phonograms in more details and help the students with more focused practice for reading and writing phonograms than an online format can provide. (12/18/2018)