

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.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>	<p>Assignment - Written - 1. Big 5 Toolbox</p> <p>2. Jigsaw Reflection</p> <p>3. Oral Phonogram Quiz</p> <p>4. Written Phonogram Quiz</p> <p>5. Research Assignment</p> <p>6. Chapters 3-4 Quiz</p> <p>7. Chapters 5-6 Quiz</p> <p>8. Logic of English Quiz</p> <p>9. Chapter 8 Quiz</p> <p>10. Phonological vs Phonemic Awareness</p> <p>Criterion: 80% for 80% of students.</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes</p> <p>1. Low Score 75/100; High Score 100/100; Average Score 94.72</p> <p>2. Low Score 8/10; High Score 10/10; Average Score 9.93</p> <p>3. Low Score 24.5; High Score 30; Average Score 28.48</p> <p>4. Low Score 25; High Score 30; Average Score 28.26</p> <p>5. Low Score 62; High Score 100; Average Score 86.94 (1 student did not turn in a research project)</p> <p>6. Low Score 9; High Score 20; Average Score 17.93</p> <p>7. Low Score 9; High Score 20; Average Score 17.94</p> <p>8. Low Score 17; High Score 20; Average Score 19.41</p> <p>9. Low Score 18; High Score 20; Average Score 19.44.</p> <p>10. Low Score 26/40; High Score 40/40; Average Score 36.63</p> <p>Results Analysis: Students met outcome. (09/11/2019)</p>	<p>Action: Continue with multiple hands-on and simulation models for teaching the introductory principle for basic ELA instruction. Continue to add tools, guided reading materials, and classroom management activities to each module. (09/11/2019)</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.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>	<p>Quiz - RTI Interview</p> <p>2. Chapters 1-2 Quiz</p> <p>3. Chapters 3-4 Quiz</p> <p>4. Chapters 5-6 Quiz</p> <p>5. Chapter 8 Quiz</p> <p>6. Chapters 9-10 Quiz</p> <p>7. Chapters 11-12 Quiz</p> <p>Criterion: 80% for 80% of students.</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes</p> <p>1. Low Score 25/50; High Score 50/50; Average Score 42.72</p> <p>2. Low Score 12; High Score 20; Average Score 18.26</p> <p>3. Low Score 9; High Score 20; Average Score 17.93</p> <p>4. Low Score 9; High Score 20; Average Score 17.94</p> <p>5. Low Score 18; High Score 20; Average Score 19.44.</p> <p>6. Low Score 15; High Score 20; Average Score 19</p> <p>7. Low Score 7; High Score 20; Average Score 17.78</p>	<p>Action: Continue to find ways to students to practice assessing elementary students with a variety of reading and language assessment tools. Two Kindergarten student were brought into class to help with a variety of phonological awareness, concepts of print, and basic</p>

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		<p>Results Analysis: Students met outcome. (09/11/2019)</p>	<p>phonics assessment. Determine ways to have students bring an elementary student to class for running record practice and additional phonics assessment practice. (09/11/2019)</p>
<p>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: 2023-2024</p>	<p>Interview - RTI Interview Criterion: 80% for 80% of students</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes Low Score 25/50; High Score 50/50; Average Score 42.72</p> <p>Results Analysis: Students met outcome. (09/11/2019)</p>	<p>Action: See Outcome #2. (09/11/2019)</p>
<p>Reading strategies for component emphasis and use with students including students with reading deficits - Students will analyze language arts strategies for component emphasis and use with students including students with reading deficits. Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>1. Big 5 Toolbox 2. Chapters 9-10 Quiz 3. Chapters 11-12 Quiz Criterion: 80% for 80% of students.</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes 1. Low Score 75/100; High Score 100/100; Average Score 94.72 2. Low Score 15; High Score 20; Average Score 19 3. Low Score 7; High Score 20; Average Score 17.78</p> <p>Results Analysis: Students met outcome. (09/11/2019)</p>	<p>Action: Take the toolbox and assign a specific portion after the corresponding module. Have students upload the “toolbox chapter” for peer feedback. Then have students combine all “chapter” for the final project at the end of the semester. (09/11/2019)</p>
<p>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: 2023-2024</p>	<p>Assignment - Project - 1. Shared Reading Lesson Plan 2. Teaching Literature 3. Wordless Picture Books 4. Reader’s Theater Criterion: 80% for 80% of students.</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes 1. Low Score 18/20; High Score 20; Average Score 18.80 (One student did not complete this assignment) 2. Low Score 30; High Score 100; Average Score 86.7 (One student did not complete this assignment.) 3. Low Score 25/35; High Score 35/35; Average Score 32.52 4. Low Score 18; High Score 25; Average Score 23.26</p> <p>Results Analysis: Students met outcome. (09/11/2019)</p>	<p>Action: Continue to create lesson plans whole class and individually through the semester. (09/11/2019) Follow-Up: I first taught this class in the Spring of 2017 as an adjunct faculty member. After teaching this class for five semesters now, it has had a complete make-over as the class is now a full live/IAV formatted class. To help students continue</p>

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			<p>to meet the objectives, I will have students continue to spend time discussing and collaborating with fellow students to clarify lesson planning, assessment, and literacy strategy questions and procedures. I will also add classroom strategy and tool examples to the literacy bins that give our GBC students hands on practice with ways to plan and implement engaging literacy lessons and practice opportunities for students. I will also continue to bring in guest speakers for each of the Big 5 areas from the National Reading Panel Report. 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 has allowed the students analyze and practice collecting assessment data from videos and actual Kindergarten student guests, 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. The live format also allow for much more in-depth student conversation and I was able to clarify phonograms in more details and help the students with more focused practice for reading and writing phonograms than when the class was only available</p>

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in the online format.
(09/11/2019)