Assessment: Course Four Column

Courses (EDU) - EDRL

EDRL 443:Literacy Instruction II

Course Outcomes	Assessment Measures	Results	Actions
Assess learners in their classroom in order to provide differentiated instruction - Students will learn how to assess learners in their classroom in order to provide differentiated instruction. **Course Outcome Status:** Active **Next Assessment:** 2023-2024	**Quiz -** Module 3 Quiz **Criterion:** 80% for 80% of the students	**Reporting Period:** 2018-2019 **Criterion Met:** Yes Low Score 16/18; High Score 18/18; Average Score 16.98 (1 student did not take the quiz). Results Analysis: Students met the outcome. (09/11/2019)	**Action:** Find more opportunities for students to assess students in grades 4-8 with real-world experiences. Create 2 practicum assignments where students help complete running records, comprehension assessments, and/or writing rubrics and bring them back to class for reflection. The students said that they understand running records and writing rubrics, but want more opportunities to become comfortable assessing students. Create video opportunities for GBC students to assess elementary students in grades 4-8 and complete together in class for reflection and analysis. (09/11/2019)
Reading workshop and writing workshop for students in the middle grades - Students will learn how to set up and run reading workshop and writing workshop for students in the middle grades. **Course Outcome Status:** Active	**Assignment - Project -** 1. Reading Workshop 2. Writing Workshop 3. Mini Lesson Read Aloud 4. Traditional vs Reading Workshop **Criterion:** 80% for 80% of the students	**Reporting Period:** 2018-2019 **Criterion Met:** Yes 1. Low Score 50; High Score 100; Average Score 86.77 (1 student did not turn the assignment in. 3 students turned in partially completed assignments.) 2. Low Score 75; High Score 100; Average Score 87.6 (1 student did not turn in an assignment.)	**Action:** I took this project from 10 days to 5 days to give students more formal feedback on their mini lessons. Guide students to use particular lesson ideas in the textbooks. (09/11/2019)

Course Outcomes	Assessment Measures	Results	Actions

Next Assessment: 2023-2024

3. Low Score 32/50; High Score 50/50; Average Score 46.13
4. Low Score 8; High Score 10; Average Score 9.08 (2 students did not turn this in.)

Results Analysis:
Students met the outcome. (09/11/2019)

Plan lessons with high rigor and relevance levels using backward lesson planning - Students will be able to plan lessons with high rigor and relevance levels using backward lesson planning.
Course Outcome Status: Active
Next Assessment: 2023-2024

Assignment - Written - 1. Reading Comprehension Observation
2. Mini Lesson Read Aloud
3. Reading Workshop
4. Writing Workshop
Criterion: 80% for 80% of the students

Reporting Period: 2018-2019
Criterion Met: Yes
1. Low Score 15; High Score 20; Average Score 18.67
2. Low Score 32/50; High Score 50/50; Average Score 46.13
3. Low Score 50; High Score 100; Average Score 86.77 (1 student did not turn the assignment in. 3 students turned in partially completed assignments.)
4. Low Score 75; High Score 100; Average Score 87.6 (1 student did not turn in an assignment.)

Results Analysis:
Students met the outcome. (09/11/2019)

Action: Continue to help students create and plan opportunities deliver lessons that correspond with practicum placements. Give video feedback notes and then then have students teach another lesson with feedback. (09/11/2019)

Language arts strategies to help scaffold all learners to read and write text in all content area subjects - Students will learn multiple language arts strategies to help scaffold all learners to read and write text in all content area subjects.
Course Outcome Status: Active
Next Assessment: 2023-2024

Quiz - 1. Module 1 Quiz
2. Kidblog Module #1
3. Quiz Chapter 2
4. GLP Blog
5. Six Word Memoir
6. Strategy Toolbox
7. Book Talk
8. Article #1 Analysis and Summary
9. Chapter 4 Graphic Organizer
10. Article #2 Analysis and Reflections
Criterion: 80% for 80% of the students

Reporting Period: 2018-2019
Criterion Met: Yes
1. Low Score 15, High Score 18, Average Score 17.60
2. Low Score 15; High Score 20; Average Score 18.25
3. Low Score 13.5/20; High Score 20/20, Average Score 17.02
4. Low Score 35; High Score 60; Average Score 45.21 (2 students did not turn this project in. 1 made a plan to turn it in and never followed through. 5 students chose to complete a podcast for additional assignment points)
5. Low Score 8; High Score 10; Average Score 9.75
6. Low Score 90; High Score 120; Average Score 106.71 (1 students did not turn in a strategy toolbox)
7. Low Score 25; High Score 40; Average Score 34.4
8. Low Score 29; High Score 50; Average Score 40.67 (1 student did not turn this assignment in.)
9. Low Score: 5; High Score 10; Average Score 8.54. (2 students did not turn this assignment in.)
10. Low Score 13; High Score 15; Average Score 14.29

Results Analysis:

Action: Continue varied in class practice of strategies and discussion of how to incorporate them into classroom lessons and environment. Look at student long term sub and ARL classroom teaching placements to help develop specific literacy strategies for their unique teaching situations at that time. (09/12/2019)
Follow-Up: Work with the new instructor to align course content between EDRL 443 and EDRL 443. I would like to move the reading workshop and writing workshop content into the EDRL 442 objectives to open up more time in EDRL 443 for students to walk through lesson planning together in class and incorporate more

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		Students met the outcome. (09/12/2019)	whole class student assessment opportunities especially with writing. Continue to incorporate guest speakers and video examples. Adding visual thinking strategies and debriefing and reflection protocols were a huge help in determining how students were processing content throughout the semester. Continue to incorporate more strategies for classroom management and ideas for building relationships with students with these pre-teen students in grades 4-8. 1 student came to class every week but only turned in 11 assignments throughout the semester. She did not respond to any communication about making a plan with me anytime during the semester and did not stay after class to ask for help. (09/12/2019)