

GBC Class/Course Assessment Report

Course Prefix, Number, and Title: EDRL 442-Literacy Instruction I
 Section Number(s): 1001
 Department: Elementary Education
 Instructor: Mrs. Kimberly Noah

Academic Year: 2020- 2021
 Semester: Spring
 Is this a GenEd class? Yes ___ No X

Complete and submit your assessment report electronically to your department chair. As needed, please attach supporting documents and/or a narrative description of the assessment activities. You may use as many or as few outcomes as necessary.

Class/Course Outcomes	Assessment Measures	Assessment Results	Outcome Results Analysis
<p>In the boxes below, summarize the outcomes assessed in your class or course during the last year. If this is a GenEd class, include the appropriate GenEd objectives.</p>	<p>In the boxes below, summarize the methods used to assess course outcomes during the last year. Include the criterion you'll use to judge whether or not students have achieved the expected outcome.</p>	<p>In the boxes below, summarize the results of your assessment activities during the last year. Include your judgement as to whether or not the criterion for student achievement has been met.</p>	<p>In the boxes below, please reflect on this outcome's results and summarize how you plan to use the results to improve student learning.</p>
<p>Outcome #1:</p> <p>Students will be able to explain and apply the underlying principles of the developmental stages of literacy (reading, writing, speaking, listening, & technology) as related to children in grades pre-kindergarten through third grade.</p> <p>InTASC Standards: 1-4 & 6-8</p> <p>Assessment: assignments, discussions, quizzes, and projects</p>	<p>Assessment Measure:</p> <p>Assignments- Partner Activity-Drawing is/is not literacy (9.92/10=99%) Chapters 1-2 using 4 C's Protocol (24.53/25=98%) Discussions- Introductions through Acrostic Poems (10/10=100%) Quizzes- Chapter 5 Quiz-Teaching Phonics and Syllabic Analysis (25.74/30=86%) Final projects Teaching Toolkit Project (168.74/175=96%) Toolkit Presentation Peer Evaluations (24.96/27=92%)</p> <p>Criterion for achievement:80% of the students will score 80% or higher on each measure</p>	<p>Results:</p> <p>Assignments-98.5% Partner Activity-Drawing is/is not literacy (9.92/10=99%) Chapters 1-2 using 4 C's Protocol (24.53/25=98%) Discussions- 100% Introductions through Acrostic Poems (10/10=100%) Quizzes- 86% Chapter 5 Quiz-Teaching Phonics and Syllabic Analysis (25.74/30=86%) Final projects-94% Teaching Toolkit Project (168.74/175=96%) Toolkit Presentation Peer Evaluations (24.96/27=92%)</p> <p>Criterion Met: Yes/No Yes, the students met the achievement criterion for each assessment area</p>	<p>Results Analysis:</p> <p>In the measures that were used to assess this outcome students met the criterion under each measure. This outcome is introduced and then revisited through the other outcomes all semester long. This outcome is covered in the beginning of the course and is then interwoven and revisited throughout the other outcomes.</p> <p>Action Plan:</p> <ol style="list-style-type: none"> 1.) Since MyLab was not used for quizzes, I need to build more quizzes for Chapters that relate to this outcome. 2.) Students relied on obtaining most content from lectures instead of reading chapters ahead of time. Using a flipped classroom model with readings and quizzes due before live class session will help create a more rigorous learning environment for students.

GBC Class/Course Assessment Report

<p>Outcome #2:</p> <p>Students will be able to design, implement, and reflect on literacy lessons.</p> <p>InTASC Standards: 1, 3, 4, 7, 8, & 9</p> <p>Assessment: assignments, discussions, and mid-term & final projects</p>	<p>Assessment Measure:</p> <p>Assignments- Informal Think-Aloud (4.95/5=99%) Composing with Pictures Lesson (4.75/5=95%) Word Choice Lesson (4.92/5=98%)</p> <p>Discussions- 2/24/21 Weekly Class Discussion and Participation (3.71/4=93%) 3/3/21 Weekly Class Discussion and Participation (3.78/4=94%) 3/17/21 Weekly Class Discussion and Participation (3.98/4=99%)</p> <p>Final projects Teaching Toolkit Project (168.74/175=96%) Toolkit Presentation Peer Evaluations (24.96/27=92%)</p> <p>Criterion for achievement:80% of the students will score 80% or higher on each measure</p>	<p>Results:</p> <p>Assignments-97% Informal Think-Aloud (4.95/5=99%) Composing with Pictures Lesson (4.75/5=95%) Word Choice Lesson (4.92/5=98%)</p> <p>Discussions-95% 2/24/21 Weekly Class Discussion and Participation (3.71/4=93%) 3/3/21 Weekly Class Discussion and Participation (3.78/4=94%) 3/17/21 Weekly Class Discussion and Participation (3.98/4=99%)</p> <p>Final projects-94% Teaching Toolkit Project (168.74/175=96%) Toolkit Presentation Peer Evaluations (24.96/27=92%)</p> <p>Criterion Met: Yes/No Yes, the students met the achievement criterion for each assessment area</p>	<p>Results Analysis: In the measures that were used to assess this outcome students met the criterion under each measure.</p> <p>Action Plan:</p> <ol style="list-style-type: none"> 1.) There needs to be more work on designing literacy lessons and implement them during the practicum experience. 2.) There was a presentation that students worked on in class related to Fluency strategies that I should have counted and score as a project instead of class participation. This then could have been counted towards a Mid-term project. 3.) Utilize time outside of class for groups to work on projects instead of using all the class time up.
<p>Outcome #3:</p> <p>Students will examine and apply literacy theories, approaches, and strategies to effectively teach students in kindergarten through third grade.</p> <p>InTASC Standards: 4, 5, & 8</p> <p>Assessment: assignments, discussions, quizzes, and mid-term & final projects</p>	<p>Assessment Measure:</p> <p>Assignments- Introductions through Acrostic Poems (10/10=100%) Informal Think-Aloud (4.95/5=99%) Composing with Pictures Lesson (4.75/5=95%) Effective Classroom Management List (4.95/5=99%)</p> <p>Discussions 2/24/21 Weekly Class Discussion and Participation (3.71/4=93%) 3/3/21 Weekly Class Discussion and Participation (3.78/4=94%) 3/17/21 Weekly Class Discussion and Participation (3.98/4=99%)</p> <p>Quizzes-Chapter 5 Quiz-Teaching Phonics and Syllabic Analysis (25.74/30=86%) Spelling Rule Quiz (10.37/12=86%)</p>	<p>Results:</p> <p>Assignments-98.25% Introductions through Acrostic Poems (10/10=100%) Informal Think-Aloud (4.95/5=99%) Composing with Pictures Lesson (4.75/5=95%) Effective Classroom Management List (4.95/5=99%)</p> <p>Discussions-95% 2/24/21 Weekly Class Discussion and Participation (3.71/4=93%) 3/3/21 Weekly Class Discussion and Participation (3.78/4=94%) 3/17/21 Weekly Class Discussion and Participation (3.98/4=99%)</p> <p>Quizzes-82% Chapter 5 Quiz-Teaching Phonics and Syllabic Analysis (25.74/30=86%) Spelling Rule Quiz (10.37/12=86%)</p>	<p>Results Analysis: In the measures that were used to assess this outcome students met the criterion under each measure except for the quiz that was designed PRAXIS style. This helps me to realize that pre-service teachers need more exposure and practice of these types of assessment questions. This can be easily incorporated into quiz design.</p> <p>Action Plan:</p> <ol style="list-style-type: none"> 1.) There was a presentation that students worked on in class related to Fluency strategies that I should have counted and score as a project instead of class participation. This then could have been counted towards a Mid-term project. 2.) Design more quizzes that

GBC Class/Course Assessment Report

	<p>Reading & Writing Quiz-PRAXIS Style-(15.08/20=75%)</p> <p>Final projects Teaching Toolkit Project (168.74/175=96%) Toolkit Presentation Peer Evaluations (24.96/27=92%)</p> <p>Criterion for achievement:80% of the students will score 80% or higher on each measure</p>	<p>Reading & Writing Quiz-PRAXIS Style-(15.08/20=75%)</p> <p>Final projects-94% Teaching Toolkit Project (168.74/175=96%) Toolkit Presentation Peer Evaluations (24.96/27=92%)</p> <p>Criterion Met: Yes/No Yes, the students met the achievement criterion for each assessment area</p>	<p>reflect how the PRAXIS test will be administered to help better prepare pre-service teachers for assessments they have to pass to get a teaching license.</p> <p>3.) Break the Final Toolkit project into 2 sections so that part of it is due for Mid-term and part of it is due for Final. This will help break up the workload for students and also ensures they are working on it the entire semester instead of leaving it to the very end.</p> <p>4.) Change the rubric for the Toolkit-there are a few sections that need to align better with the instructions of the assignment</p>
<p>Outcome #4:</p> <p>Students will understand the types, use, and application of literacy assessments.</p> <p>InTASC Standards: 1, 2, 6 & 7</p> <p>Assessment: assignments, discussions, quizzes and projects</p>	<p>Assessment Measure:</p> <p>Assignments- Projecting Across Time Assessment Discussion: Assessing for Learning (12.42/15=83%) Exit Ticket Submission (5/5=100%) Professional Assessment Reflection Checklist (9.32/10=93%) DRA2 Practice & Phonemic Awareness Intervention Screening Assignment (48.26/50=97%)</p> <p>Discussions- 2/3/21 Weekly Class Discussion and Participation2/10/21 (3.84/4=96%) Weekly Class Discussion and Participation (3.82/4=95%)</p> <p>Quizzes-None</p> <p>Projects IRIS Module-Progress Monitoring: Reading (136.84/140=98%)</p> <p>Final projects Teaching Toolkit Project (168.74/175=96%)</p>	<p>Results:</p> <p>Assignments- 93.25% Projecting Across Time Assessment Discussion: Assessing for Learning (12.42/15=83%) Exit Ticket Submission (5/5=100%) Professional Assessment Reflection Checklist (9.32/10=93%) DRA2 Practice & Phonemic Awareness Intervention Screening Assignment (48.26/50=97%)</p> <p>Discussions- 95.5% 2/3/21 Weekly Class Discussion and Participation2/10/21 (3.84/4=96%) Weekly Class Discussion and Participation (3.82/4=95%)</p> <p>Projects- 98% IRIS Module-Progress Monitoring: Reading (136.84/140=98%)</p> <p>Final projects-94% Teaching Toolkit Project (168.74/175=96%) Toolkit Presentation Peer Evaluations</p>	<p>Results Analysis: In the measures that were used to assess this outcome students met the criterion under each measure.</p> <p>Action Plan:</p> <p>1.) Practical application in the classroom is needed for this section since all students should have access to a classroom experience. Administer a literacy assessment, report findings back to class, and submit data</p> <p>2.) Separate class discussion/participation scores from the work completed and turned in during class.</p> <p>3.) Update Syllabus to show this outcome will be assessed through assignments, discussion, and projects. Take out quizzes. Practical application and data collection</p>

GBC Class/Course Assessment Report

	<p>Toolkit Presentation Peer Evaluations (24.96/27=92%)</p> <p>Criterion for achievement:80% of the students will score 80% or higher on each measure</p>	<p>(24.96/27=92%)</p> <p>Criterion for achievement:80% of the students will score 80% or higher on each measure</p>	<p>are more effective assessment measures for this outcome.</p>
--	--	--	---

Notes:

- 1.) In the past this course has been taught online. With it being a methods course with practical application tied to practicum hours, Denise and I felt this course would be better taught live.
- 2.) Since this was a new course to me, I volunteered with Pearson to pilot MyLab with this class which is a separate platform in addition to WebCampus. This was overwhelming and confusing for students, so at the very beginning of the semester the class voted to drop the MyLab portion which turned out to be a good decision for all involved.
- 3.) More rigorous assignments and expectations are needed from the beginning in this course to help students apply the content they are learning. I did realize this and changed the parameters for weekly class discussions and participation. I think I need to separate the discussion and participation scores from the work that students complete in class and submit afterwards.
- 4.) This course needs rearrangement of chapters so that more time can focus on Writing, Comprehension, Text Structures and Vocabulary. The other elements of literacy are heavily focused on and streamlined in EDRL437.

Outline:

Module 1: (3 weeks)

Introduction
 Chapters 1-2- (Nature of Literacy & Teaching all Students)
 Chapter 3- (Assessing for Learning)

Module 2: (4 weeks)

Chapter 6-High Frequency Words, Fluency, and Extended Reading
 Chapter 7- Building Vocabulary
 Chapters 8&9-Comprehension

Module 3: (5 weeks)

Chapters 10 & 13-Connecting Reading and Writing
 The Writing Strategies Book
 Writer's Workshop

Module 4: (3 weeks)

Chapter 4-6 Review of Early literacy skills, Phonics, & Syllabic Analysis, Spelling Rules
 Teaching literacy skills within content and context and not in isolation

Module 5: (1 week)

GBC Class/Course Assessment Report

Final Project-Toolkit of resources, strategies, and lesson plans

I have reviewed this report:

Department Chair

Date _____

Dean

Date _____

Vice President of Academic Affairs and Student Services

Date _____