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| **Assurance of Student Learning**  **2022-2023** | |
| College of Education and Behavioral Sciences | School of Teacher Education |
| Literacy P-12 Certificate (1750) | |

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| **Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.** | | | |
| **Student Learning Outcome 1:** Students will demonstrate knowledge of foundational literacy skills required for literacy development in young children through an Evidence and Argument paper. This assignment serves as the culminating project for LTCY 519.  Students discuss the components of literacy development, share instructional strategies that support each skills’ development, and explain how your understanding of each component has been altered through coursework and study. This assignment addresses ILA Classroom Teacher Standards: 1.1,1.2,1.3,1.4; 2.1,2.2,2.3,2.4; 5.1; 6.2 as well as Kentucky Teacher Performance Standards: 1d,e,f 2a,c,e, 3b,e,i,4f,g,h,l 8h. | | | |
| **Instrument 1** | Evidence and Argument Paper: The outcome will be assessed using criterion-based rubrics that distinguish student proficiency in levels 1-4. It is expected that students demonstrate a proficiency level of at least level 3 to meet the expected outcome. | **100%** |  |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:** Students will evaluate the literacy skills of a learner using multiple assessments, will identify gaps in student knowledge and will plan instruction upon those gaps. The Learner Dimensions Case Study is conducted with a P-12 student. This task requires at least 6 hours of work with a striving reader. This assessment addresses ILA Standards for Classroom Teachers: 2,3,4 as well as KY Teacher Performance Standards: 1,2,6,7,8, 10. | | | |
| **Instrument 1** | Learner Dimensions Case Study: The outcome will be assessed using criterion-based rubrics that distinguish student proficiency in levels 1-4. It is expected that students demonstrate a proficiency level of at least level 3 to meet the expected outcome. | **100%** |  |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| Two assessments are included in this summary: The Evidence and Argument paper (LTCY 519) and the Learner Dimensions Case Study (LTCY 523). Over the course of 2022-2023, including the summer there were three students who completed the Evidence and Argument paper who were in this program. Of those three, two students scored a 4/4 on and one student scored 3/3 on the measure. Thus, 100% of participants met the goal. One students in the program completed the Learner Dimensions Case study. That student scored 4/4 on the measure, meeting the goal. These assessments will remain in place for future semesters. Goals for Student Learning Outcomes 1 and 2 were met. This report is the first to reflect the Literacy P-12 certificate at WKU. Based on the success and high levels of competency of students, these assessments will be used in the future to further evaluate the success of the program and our students. | | | |

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| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | Students will demonstrate knowledge of foundational literacy skills required for literacy development in young children through an Evidence and Argument paper. This assignment serves as the culminating project for LTCY 519.  Students discuss the components of literacy development, share instructional strategies that support each skills’ development, and explain how your understanding of each component has been altered through coursework and study. This assignment addresses ILA Classroom Teacher Standards: 1.1,1.2,1.3,1.4; 2.1,2.2,2.3,2.4; 5.1; 6.2 as well as Kentucky Teacher Performance Standards: 1d,e,f 2a,c,e, 3b,e,i,4f,g,h,l 8h. | | | | | | |
| **Measurement Instrument 1** | Students complete an Evidence and Argument Paper addressing what they have learned in the course related to oral language development and vocabulary, phonemic awareness, phonics, comprehension, fluency, and writing. The outcome is assessed using criterion-based rubrics that distinguish student proficiency in levels 1-4. It is expected that students demonstrate a proficiency level of at least level 3 to meet the expected outcome. | | | | | | |
| **Criteria for Student Success** | The goal is that 90% of students score 3 or better on the rubric shared below. In addition, students’ performance on each individual dimension is evaluated for detailed analysis. Students should perform at least 3 on each individual criterion. | | | | | | |
| **Program Success Target for this Measurement** | | | 90% of students successfully complete the project at Level 3 or higher in each area of the rubric that is applicable to their project | | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Each student in the Literacy P-12 Certificate completes this assignment at the end of the Literacy 519 course. Students spend the semester learning about early literacy development and work with a young reader to enact literacy strategies and assessments. This paper reflects course content and methods learned related to literacy development. The reports are scored using a criterion-based rubric on a scale of 1-4. | | | | | | |
| **Measurement Instrument 2**  **\*should be learning objective** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** | \ | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | |
| Of the three students who completed this task, all met the goal of scoring a 3 or higher on the assessment using the criterion-based rubric. This assessment will continue to be used to evaluate student learning. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| Continued alignment of coursework with ILA 2017 Standards. The measure will continue to be a part of our evaluation of this program. | | | | | | | |

Rubric for SLO 1:

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| Category | 8-10 points | 6-7 points | 4-5 points | 0-3  points |
| Introduction and Conclusion | Clearly introduces the paper and purpose and then clearly concludes the major findings. | Introduction and/or conclusion are not clearly written or don’t include final statement | Lacking in some of the qualities of clarity, purpose, conclusion. | Not clearly defined or clear. Inconsistent with intention of the paper. |
| Oral language and Vocabulary  ILA 1.1, 1.3, 2.1, 2.3, 5.1, 6.2  KTPS: 1d,1e,1h, 2a,2c,2e, 3b,3e,3i,4f,4g,4h4l, 8h | Thorough and clear explanation of what this is, why it is important according to research.  At least 3 evidence-based instructional practices described to teach these skills. Uses citations including and beyond course texts.  Explanation of how this course has altered your understanding of how children gain this skill.  Provide concrete examples and ‘aha’ moments. | Explanation of what the skill is, some description of why it is important.  Some practices listed but not described. Citations not included or not relevant.  Unclear or limited description of how this course has altered your understanding of how children gain this skill.  Few concrete examples and aha moments. | Limited explanation of skill or why it is important.  Limited description of practices.  Unclear or limited description of how this course has altered your understanding of how children gain this skill.  No concrete examples or aha moments. | Any of the areas listed in the 10 column are missing, unclear, or confused. |
| Phonemic Awareness  ILA: 1.1, 1.3, 2.1, 2.3, 5.1, 6.2  KTPS: 1d,1e,1h,2a,2c,2e, 3b,3e,3i,4f,4g,4h4l, 8h | Thorough and clear explanation of what this is, why it is important according to research.  At least 3 evidence-based instructional practices described to teach these skills. Uses citations including and beyond course texts.  Explanation of how this course has altered your understanding of how children gain this skill.  Provide concrete examples and ‘aha’ moments. | Explanation of what the skill is, some description of why it is important.  Some practices listed but not described. Citations not included or not relevant.  Unclear or limited description of how this course has altered your understanding of how children gain this skill.  Few concrete examples and aha moments. | Limited explanation of skill or why it is important.  Limited description of practices.  Unclear or limited description of how this course has altered your understanding of how children gain this skill.  No concrete examples or aha moments. | Any of the areas listed in the 10 column are missing, unclear, or confused. |
| Phonics/ Decoding  ILA: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 5.1, 6.2  KTPS: 1d,1e,1h,, 2a,2c,2e, 3b,3e,3i,4f,4g,4h4l, 8h | Thorough and clear explanation of what this is, why it is important according to research.  At least 3 evidence-based instructional practices described to teach these skills. Uses citations including and beyond course texts.  Explanation of how this course has altered your understanding of how children gain this skill.  Provide concrete examples and ‘aha’ moments. | Explanation of what the skill is, some description of why it is important.  Some practices listed but not described. Citations not included or not relevant.  Unclear or limited description of how this course has altered your understanding of how children gain this skill.  Few concrete examples and aha moments. | Limited explanation of skill or why it is important.  Limited description of practices.  Unclear or limited description of how this course has altered your understanding of how children gain this skill.  No concrete examples or aha moments. | Any of the areas listed in the 10 column are missing, unclear, or confused. |
| Writing  ILA: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 5.1, 6.2  KTPS: 1d,1e,1h,, 2a,2c,2e, 3b,3e,3i,4f,4g,4h4l, 8h | Thorough and clear explanation of what this is, why it is important according to research.  At least 3 evidence-based instructional practices described to teach these skills. Uses citations including and beyond course texts.  Explanation of how this course has altered your understanding of how children gain this skill.  Provide concrete examples and ‘aha’ moments. | Explanation of what the skill is, some description of why it is important.  Some practices listed but not described. Citations not included or not relevant.  Unclear or limited description of how this course has altered your understanding of how children gain this skill.  Few concrete examples and aha moments. | Limited explanation of skill or why it is important.  Limited description of practices.  Unclear or limited description of how this course has altered your understanding of how children gain this skill.  No concrete examples or aha moments. | Any of the areas listed in the 10 column are missing, unclear, or confused. |
| Comprehension  ILA: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 5.1, 6.2  KTPS: 1d,1e,1h,,2a,2c,2e, 3b,3e,3i,4f,4g,4h4l, 8h | Thorough and clear explanation of what this is, why it is important according to research.  At least 3 evidence-based instructional practices described to teach these skills. Uses citations including and beyond course texts.  Explanation of how this course has altered your understanding of how children gain this skill.  Provide concrete examples and ‘aha’ moments. | Explanation of what the skill is, some description of why it is important.  Some practices listed but not described. Citations not included or not relevant.  Unclear or limited description of how this course has altered your understanding of how children gain this skill.  Few concrete examples and aha moments. | Limited explanation of skill or why it is important.  Limited description of practices.  Unclear or limited description of how this course has altered your understanding of how children gain this skill.  No concrete examples or aha moments. | Any of the areas listed in the 10 column are missing, unclear, or confused. |
| Fluency    ILA: 1.1, 1.3, 1.4, 2.1, 2.3, 2.4, 5.1, 6.2  KTPS: 1d,1e,1h,, 2a,2c,2e, 3b,3e,3i,4f,4g,4h4l, 8h | Thorough and clear explanation of what this is, why it is important according to research.  At least 3 evidence-based instructional practices described to teach these skills. Uses citations including and beyond course texts.  Explanation of how this course has altered your understanding of how children gain this skill.  Provide concrete examples and ‘aha’ moments. | Explanation of what the skill is, some description of why it is important.  Some practices listed but not described. Citations not included or not relevant.  Unclear or limited description of how this course has altered your understanding of how children gain this skill.  Few concrete examples and aha moments. | Limited explanation of skill or why it is important.  Limited description of practices.  Unclear or limited description of how this course has altered your understanding of how children gain this skill.  No concrete examples or aha moments. | Any of the areas listed in the 10 column are missing, unclear, or confused. |
|  | 5 points | 4 points | 2-3 | 0-1 |
| Conventions and References | Grammar and spelling are correct; no errors. Citations are correct for in-text and references section, following APA format. | Some grammar and spelling mistakes that do not disrupt comprehension. Minor mistakes related to APA and/or citations. | Many grammar and spelling mistakes, some that disrupt comprehension; no formatting or access issues. Several mistakes related to APA and/or citations. | Many grammar and spelling mistakes, formatting and access issues. Little adherence to APA or conventions related to citations. |

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| **Student Learning Outcome 2** | | | | | | | |
| **Student Learning Outcome** | Students will evaluate the literacy skills of a learner using multiple assessments, will identify gaps in student knowledge and will plan instruction upon those gaps. The Learner Dimensions Case Study is conducted with a P-12 student. This task requires at least 6 hours of work with a striving reader. This assessment addresses ILA Standards for Classroom Teachers: 2,3,4 as well as KY Teacher Performance Standards: 1,2,6,7,8, 10. | | | | | | |
| **Measurement Instrument 1** | Learner Dimensions Case Study: The outcome will be assessed using criterion-based rubrics that distinguish student proficiency in levels 1-4. It is expected that students demonstrate a proficiency level of at least level 3 to meet the expected outcome. | | | | | | |
| **Criteria for Student Success** | Students must achieve at least a 3 on each component of the rubric provided below.  Rubric attached after this table. | | | | | | |
| **Program Success Target for this Measurement** | | | 90% of students successfully complete the project at Level 3 or higher in each area of the rubric that is applicable to their project | | **Percent of Program Achieving Target** | 100% | |
| **Methods** | This assessment is collected in 4 steps, allowing the professor to provide ongoing feedback and helping to build learner understanding of the relationship between assessment results and instructional needs of students. Final reports are evaluated on a scale of 1-4 using the criterion-based rubric. | | | | | | |
| **Measurement Instrument 2** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | |
| The assessment will continue to be used as a measure of student understanding of the assessment cycle and instructional strategies related to student needs. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| This assessment will continue to be used to measure student success. | | | | | | | |

Description and Rubric for SLO 2:

The Learner Dimensions Case Study is conducted with a P-12 student of the graduate student’s choosing and is composed of Tasks 1-4, which are detailed below. It is suggested but not required that the graduate student work with a student at a different age-level and literacy development level than those P-12 students that she may teach as a part of her current teaching position. This task will require at least 6 hours of work with a striving reader. This assessment addresses ILA Standards for Classroom Teachers: 2,3,4 as well as KY Teacher Performance Standards: 1,2,6,7,8, 10.

Once the tutee (P-12 student being assessed and tutored) is chosen, the graduate student begins the four-task process. Each graduate student communicates throughout the entire process with the professor via a Word document (or Google document) that is written in and exchanged throughout the semester.

**Task 1: Learning the Learner**

The graduate student will conduct an interest inventory or ask prepared questions (based on interest inventory samples in the textbook) of the tutee and present those to the professor in a narrative descriptive paragraph in the Word document or Google doc referred to as the graduate student and professor’s personal blog. Required information includes the child’s/adolescent’s name (or a pseudonym may be used), age, grade, school, pertinent home information, and the information-gathering survey or inventory results concerning the tutee’s interests in literacy.

**Task 2: Informal Assessments, Data Collection, Synthesis**

The graduate student will read the chapter and related appendices concerning assessment in the textbook and begin to choose assessments that will provide instructional information concerning the tutee. The graduate student will propose the assignments to the professor. The professor will respond to help the graduate student make the most appropriate and beneficial choices for the assessment of the tutee. Once the graduate student and professor have reached agreement on the assessments, the graduate student will conduct the assessments and present the results to the professor in the chart shared in Task 2, below, along with a narrative paragraph that includes a synthesis of the assessments administered and the results.

**Task 3: Abbreviated Review of the Literature and Intervention Lesson**

Following Task 2, the graduate student conducts an abbreviated review of the literature based upon the needs of the tutee, as determined by the assessments in Task 2.  The graduate student submits an analysis of three research-based articles she intends to include in the literature review and receives feedback from the professor. As needed, the professor provides feedback and additional suggestions for articles that might better serve the graduate student’s growth in the area of need.

In Task 3, the graduate student designs a short intervention (lesson) that addresses an area identified in the assessments as an area of needed growth in the tutee’s literacy development.

The required textbook for the course is a valuable resource in this task. Intervention suggestions are available there. This task is not as much about the graduate student’s creating materials as is it that the graduate student, with support from the professor, can gather appropriate instructional materials that align with what the assessments of the tutee show to be areas for strengthening. There are three sections in Task 3: a.) What I plan to do (which is then reviewed by the professor), b.) What I did with the tutee, and then c.) Reflection about the choices I made.

**Task 4: Post Assessments**

Although tutee academic gains from one intervention/lesson are neither required nor expected, as a part of the cycle, the graduate student performs an additional assessment that will attempt to measure the effectiveness of the instructional choices. If one of the assessments from the original battery is appropriate, seeing the side-by-side comparison is interesting. The graduate student concludes the Learner Dimensions Case Study by writing a “Recommendations for Future Instruction” that is shared with those interested in the tutee’s future literacy development.

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| **Exemplary** | **Proficient Criteria** | **Developing** | **Beginning** |
| TASK 1: Learning the Learner (ILA 2, 4) (KTPS: 1, 2, 10) | | | |
| Candidate goes beyond proficient criteria by gathering and providing clear, supportive information. An age-appropriate student survey is administered; results are clearly presented and well-interpreted in the narrative. Narrative is both informative and reflective. Needed support from the professor is very minimal. | Demographic information is accurate and complete. Student survey is administered, and results are detailed in the narrative. The candidate interprets the gathered information in a way that allows her to move forward with actions that will support the student’s needs. There is some reflection. Needed support from the professor is minimal. | Demographic information is gathered, and a survey is administered. The candidate’s interpretation of pieces of the data is accurate. With guidance and support from the professor, the candidate is able to combine the collected information to form a useful profile of the student. | Demographic information is gathered, and a survey is administered, but the candidate’s interpretation of the data is weak, requiring much support and direction from the professor. |
| TASK 2: Informal Assessments, Data Collection, Synthesis (ILA-3) (KTPS: 6) | | | |
| Candidate goes beyond proficient criteria, choosing and administering appropriate assessments, collecting accurate and helpful results, and synthesizing results effectively. Needed support from the professor is very minimal. | Informal assessments, data collection, and synthesis are administered with accuracy and provide solid, effective information concerning the student’s abilities and needs. Needed support from the professor is minimal. | Informal assessments are administered with accuracy. Data collection is adequate. Synthesis of the assessments and data collected is adequate, requiring some support from the professor. | Informal assessments are administered with some accuracy but issues in the process are present. Data collection is minimal. Synthesis of the assessments and data collected is incomplete, requiring much support and direction from the professor. |
| TASK 3: Focused Instruction – Goals and Objectives, Abbreviated Literature Review, Developed Instructional Plan (ILA-3) (KTPS: 1, 7, 8, 10) | | | |
| Candidate goes beyond proficient criteria in creating a focused instructional plan for the student. Goals and objectives are well-written and focused. The abbreviated review of the literature involves quality, supportive research. The instructional plan is thorough and shows a deep understanding of instruction that is based on data and research. Needed support from the professor is minimal. | The goals and objectives, abbreviated review of the literature, and created instructional plan represent the candidate’s developed  abilities to collect, synthesize, and reflect concerning the most effective instructional opportunities for the student. Needed support from the professor is minimal. | Goals and objectives are written and are accurate. The abbreviated review of the literature is completed correctly. An instructional plan is created. Interaction and support from the professor is needed in order for the task to be completed. | Goals and objectives are written but do not show full understanding of the results from the data. The attempted abbreviated literature review lacks clarity. The beginnings of an instructional plan are presented. Much support from the professor is needed. |
| TASK 4: Future Instructional/Intervention Plan (ILA: 4) (KTPS: 2) | | | |
| Candidate goes beyond proficient criteria in creating and reflecting concerning a future instructional/intervention plan. The instructional plan is well-written, focused and shows a true understanding of the results of Tasks 1-3. Needed support from the professor is minimal. | The future instructional plan for the student is well-aligned with the results of Tasks 1-3. The plan includes next steps for the student that will help to move him forward in his learning. Needed support from the professor is minimal. | The future instructional plan contains learning that will be of benefit to the student but does not address all information from Tasks 1-3. Interaction and support from the professor is needed in order for the task to be completed. | The future instructional plan is lacking and does not represent understanding that should have been gleaned from Tasks 1-3. Much support from the professor is needed. |