

Assessment 3a: ELED 534 Developmental Reading PreK-8 Genre Study

1. Brief Description of Assessment

ELED 534 Developmental Reading: K-8 is the first reading methods course teacher candidates are required to take, and it is taken in the first semester after the beginning program courses. It is offered each semester and also during our first summer session. The course is a survey course covering topics including theories of reading, phonemic awareness, phonics, word recognition, vocabulary, comprehension, writing, spelling, listening, speaking, and study skills. The overriding theme in the course is using high-quality children's literature when teaching these components of reading.

One of the major projects in this course is the Genre Study. Teacher candidates are required to select six Newbery and/or Caldecott award-winning books based on a common theme and design a unit of study integrating the teaching of reading skills with the books. Candidates are expected to have a comprehensive understanding of the components of the reading process and build them into their genre units. The activities are to be based on sound reading and language theory, and where appropriate, seminal studies of reading are to be referenced.

2. Brief Description of How Assessment is Used

The Genre Study is one measure teacher candidates use to demonstrate competence in the teaching of reading. Teacher candidates must earn an Acceptable or Exemplary rating on the artifact, and are allowed one opportunity for revision should there be issues with their study. It is then presented as evidence in their Preparing To Teach Portfolio prior to student teaching as documentation of readiness in this area.

3) Brief Analysis of Findings

Without exception, teacher candidates' were rated Exemplary overall on this artifact, and demonstrate competence in meeting many IRA Standards, including IRA Standards 1.4, 2.1, 2.2, 2.3, 4.2, 4.3, and 4.4.

4) Evidence of Meeting Standards

While this artifact and assessment rubric are keyed specifically to IRA Standards, ACEI Standards are met as a result of successful completion of the genre study. Most apparent is ACEI Standard 2.1 as teacher candidates demonstrate knowledge of the major components of reading and are able to select appropriate reading materials "based on different topics, themes, and a variety of situations and consisting of different types, including stories, poems, biography, non-fiction, many categories of literature written for children, and texts from various subject areas" (ACEI 2.1 Supporting Explanation). ACEI Standard 1.0 is met also, as development of the unit requires understanding of how children learn and develop, and the importance of attending to children's needs, such physical, social, and cognitive needs among others. ACEI Standard 3.1 is met as candidates "select and create learning experiences that are appropriate for curriculum

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goals, meaningful to elementary students, and based upon principles of effective teaching” and include technology-based practices (ACEI Supporting Explanation). ACEI Standard 3.2 is met as teacher candidates work to adapt instructional plans to meet the needs of a variety of students, focusing on developmental levels and contributions from different cultures to create a rich instructional unit. Finally, ACEI Standard 3.3 is addressed as they plan activities using a wide array of materials and activities designed to promote critical thinking.

The data table provides the mean rating for each of the IRA Standards on the rubric. In IRA Standards 4.2, 4.3, and 4.4, teacher candidates all achieved a perfect rating. In the remaining IRA standards the mean was 2.5 or higher.

The success rate of the teacher candidates provides evidence of competence in teaching Reading as they prepare to student teach. That this artifact is keyed to the IRA Standards ensures attention to critical aspects of teaching in the discipline.

5) Assessment Documentation

**Rhode Island College Elementary Education Master of Arts in Teaching
 Newbery/Caldecott/Award Books Genre Unit
 Scoring Guide
 Revised – Fall 2009**

Name _____ Date _____

Element	Unacceptable – 1	Acceptable – 2	Exemplary – 3	Score
<p>IRA Standard 1.4 Candidates are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.</p>	<p>Candidate has inadequate knowledge of major components of reading</p>	<p>Demonstrates adequate knowledge of major components of reading</p>	<p>Demonstrates an advanced and exemplary knowledge of major components of reading</p>	
<p>IRA Standard 2.1 Candidates support</p>	<p>Candidate fails to demonstrate adequate matching of grouping and support of teachers</p>	<p>Demonstrates adequate matching of grouping and support of teachers</p>	<p>Demonstrates exemplary matching of grouping and support of teachers</p>	

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<p>classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.</p>				
<p>IRA Standard 2.2 Candidates support classroom teachers and paraprofessionals in their use of a wide range of instructional practices, approaches, and methods including technology-based practices. They help teachers select</p>	<p>Candidate fails to plan and uses a wide range of instructional activities (including technology) and fails to support other professionals/paraprofessionals</p>	<p>Plans and uses a wide range of instructional activities (including technology) and supports other professionals/paraprofessionals</p>	<p>Plans and uses a wide range of exemplary instructional activities (including technology) and supports other professionals/paraprofessionals at an exemplary level</p>	

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<p>appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.</p>				
<p>IRA Standard 2.3 Candidates support classroom teaches and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.</p>	<p>Candidate fails to adequately demonstrate planning and use of culturally-diverse curricular materials and supports professionals/paraprofessionals</p>	<p>Adequately demonstrates planning and use of culturally-diverse curricular materials and supports professionals/paraprofessionals</p>	<p>Exemplary planning and use of culturally-diverse curricular materials and supports professionals/paraprofessionals</p>	

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<p>IRA Standard 4.2</p> <p>Candidates assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.</p>	<p>Candidate fails to plan using appropriate multi-level books, technology, and other nonprint material to cover cultural and multi-linguistic backgrounds of students.</p>	<p>Adequately plans using appropriate multi-level books, technology, and other nonprint material to cover cultural and multi-linguistic backgrounds of students.</p>	<p>Exemplary planning using appropriate multi-level books, technology, and other nonprint material to cover cultural and multi-linguistic backgrounds</p>	
<p>IRA Standard 4.3</p> <p>Candidates demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals . Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.</p>	<p>Candidate fails to demonstrate and model reading and writing for real purposes. Does not assist teachers and paraprofessionals to model reading and writing as lifelong activities.</p>	<p>Adequately demonstrates and models reading and writing for real purposes. Assists teachers and paraprofessionals to model reading and writing as lifelong activities.</p>	<p>Exemplary demonstrations and models of reading and writing for real purposes. Assists teachers and paraprofessionals to model reading and writing as lifelong activities.</p>	
<p>IRA Standard 4.4</p>	<p>Candidate fails to design</p>	<p>Designs activities and</p>	<p>Exemplary designing of</p>	

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Candidates use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate those techniques and they can articulate the research base that grounds their practice.	activities and programs based on best practices that motivates students to be life-long learners	programs based on best practices that motivates students to be life-long learners	activities and programs based on best practices that motivates students to be life-long learners	
Clear, concise, error-free written work	Unclear writing style that is disorganized and contains numerous errors or conventions	Clear writing style that is organized and contains a limited number of errors or conventions	Exemplary writing style that is organized and contains a limited number of errors or conventions	
			Total Score	

Overall Performance

Assessment:

_____ ≤ 7

_____ 8 - 16

_____ 17 - 24

Unacceptable

Acceptable

Exemplary

Recommendation:

REVISION

PASS

PASS

Faculty member signature(s) _____

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ELED 534 DEVELOPMENTAL READING PREK-8 GENRE STUDY ARTIFACT							
Elementary Education Master of Arts in Teaching Candidates							
Mean Scores*							
	IRA STANDARD 1.4	IRA STANDARD 2.1	IRA STANDARD 2.2	IRA STANDARD 2.3	IRA STANDARD 4.2	IRA STANDARD 4.3	IRA STANDARD 4.4
Spring 2009 n=4	2.5	2.85	3	2.85	3	3	3
Fall 2010 n=2	2.5	2.5	3	3	3	3	3
Spring 2010 n=8	2.57	2.85	3	3	3	3	3

*Out of a possible rating of 3