

## **Assessment 3b: ELED 508 Language Arts in the Elementary School Case Study or Lesson Plan**

### **1. Brief Description of Assessment**

ELED 508 Language Arts in the Elementary School is the language arts course taken by all MAT teacher candidates. The course provides a foundation in research and theory, with a focus on oral and written language learning, classroom discourse, sociocultural diversity in communication styles, and the teacher's role in a child-centered classroom. During this course, candidates complete an artifact for the Preparing To Teach Portfolio. Up until Spring 2010, the artifact was a case study. Beginning Spring 2010, the artifact was changed to a lesson plan. The change was as a result of the Language Arts discipline group (including faculty who teach the undergraduate level) discussion of the case study artifact and whether there was a more appropriate assessment that could be used. It was determined that a lesson plan would be a better choice since the focus of the case study was on one child, whereas the lesson plan focuses on all children in the classroom and it addresses the teaching of writing, a critical skill for candidates to have upon entering the student teaching phase of their programs.

The lesson plan is designed around teaching a craft of writing using children's literature and is assessed using a rubric.

The previous artifact for the course was a case study on one child, and it was also assessed using a rubric. The case study included samples of a child's written work, anecdotal observations, and interviews with both child and classroom teacher. These were used to analyze the child's language learning, referencing specific aspects of the written work, anecdotal records, and conferences with the child and the child's teacher, and included a design for the next specific steps (lessons, materials, approaches) to be taken to enhance the child's language growth.

### **2. Brief Description of How Assessment is Used**

The case study and lesson plan are measures teacher candidates use to demonstrate competence in specific skills and understandings associated with the teaching of language arts. Teacher candidates must earn an Acceptable or Exemplary rating on artifacts, and are allowed one opportunity for revision should there be any weaknesses identified by the instructor. The artifact is presented as evidence in their Preparing To Teach Portfolio prior to student teaching as documentation of readiness in this area. As noted above, the case study was the original artifact, and has been replaced with the writing lesson plan.

### **3) Brief Analysis of Findings**

On the Case Study artifact, 80% of the candidates were rated Exemplary over the course of three semesters, n=10. Twenty percent, n=2, earned an Acceptable rating, and two of those candidates needed to make revisions to their artifact to earn an Acceptable or Exemplary rating. On the Lesson Plan artifact, 75% of the candidates, n=4, earned an Exemplary rating, and one candidate earned an Acceptable rating after making revisions. Note that the Elementary Education Dept.

adopted a policy in 2009 that candidates who needed to make revisions could no longer obtain an Exemplary rating, but would earn an Acceptable as the highest possible rating. Overall, teacher candidates were highly competent on their respective artifacts.

#### **4) Evidence of Meeting Standards**

The case study and lesson plan both provide evidence of meeting ACEI Standard 2.1, focusing on candidates' knowledge, understanding, and use of concepts associated with language arts. In the case study, candidates analyzed the language learning of one student, using multiple methods to determine level of the student's competence in his or her understanding of and use of language, and a design for further instruction based on the analysis. The case study also provides evidence of meeting ACEI Standard 4, with its heavy focus on assessment and using "many assessment tools and strategies, accurately and systematically" to monitor and promote the language learning of a student (ACEI Supporting Explanation). The lesson plan incorporates children's literature and the teaching of a skill of writing, thus demonstrating selection of appropriate reading materials and helping students' development of effective writing skills. ACEI Standard 3.1 is met as candidates "select and create a learning experience that is appropriate for curriculum goals, meaningful to elementary students, and based upon principles of effective teaching" (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.

There are two data tables presented. The first shows numbers of exemplary, acceptable, and unacceptable ratings on case studies for candidates who submitted Preparing to Student Teach Portfolios in Spring 2009, Fall 2009, and Spring 2010. The second table shows data on lesson plans from candidates who submitted Preparing to Student Teach Portfolios in Spring 2010. They are the first cadre of candidates to use the new lesson plan artifact, and not all MAT candidates submitting portfolios in Spring 2010 are included because some took the course in a semester prior to Spring 2010; hence both tables include Spring 2010.

The success rate of the teacher candidates on the case study artifact demonstrates their competence in analyzing language learning and using that knowledge to plan instruction. The success rate of the teacher candidates on the lesson plan provides evidence of competence in planning a lesson to teach a skill of writing using a children's literature selection.

## 5) Assessment Documentation

### Portfolio Artifact: Teaching a Craft of Writing Using Children's Literature ELED 508: Teaching Language Arts in the Elementary School

Name: \_\_\_\_\_ Section \_\_\_\_\_ Date: \_\_\_\_\_

The lesson includes the following: 1) Lesson plan for the writing lesson; 2) Presentation of Lesson; 3) Written Reflection on Lesson

#### **EXEMPLARY**

##### **• Lesson Plan:**

- lesson informed by data collected through observation, interaction, looking at student writing,
- plan written according to the design presented in class,
- focus is clear; lesson builds around one teaching point, builds upon what writers know and need to learn
- edited according to conventions of language;

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##### **• Presentation of Lesson:**

- make the one point of the lesson clearly so that children understand,
- choose materials that are appropriate, has them prepared and ready to use,
- collect data in a variety of ways: observing, listening, talking, recording, assessing, etc.
- uses appropriate language (be specific; use language of encouragement rather than the language of praise),

- **Reflection:** look honestly and critically at strengths as well as areas of need, make appropriate suggestions for next teaching, write according to conventions of language.

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**MEETS THE STANDARD**

• **Lesson Plan:**

- needs support in organizing the lesson based on the data collected (see above)
- needs some support in how to organize information and write up plan according to in to design presented in class,
- needs revision in order to focus the lesson clearly, around one teaching point that these writers need to learn,
- edited according to conventions of language - with only a few mechanical errors

• **Presentation of Lesson:**

- Improving at making the one point of the lesson clearly, so that children understand,
- Selects appropriate materials and has them prepared and set up ahead of time,
- Gathers data in a variety of ways: listens, observes, daily record keeping, children's written responses, yet needs some support in knowing what to observe, what data to collect, and how to use it to inform teaching,
- Shows improvement in specific language (language of encouragement rather than the language of praise),

- **Reflection:** improving in ability to look honestly and critically at strengths as well as areas of need, needs support in suggestions for next teaching, writes according to conventions of language--with few errors.

**BELOW STANDARD**

• **Lesson Plan:**

- needs lots of support in thinking through lesson with these particular children in mind,
- needs help to organize information and write up plan according to design presented in class,
- needs more than minor revisions in order to focus the lesson clearly, around one teaching point,
- many mechanical errors; needs a lot of editing according to conventions of language

• **Presentation of Lesson:**

- Point of the lesson not clear; children do not seem to understand,
- Materials may not be appropriate, and/or not prepared and set up ahead of time,
- Seems unsure about how to listen, observe, what data to gather that will inform next teaching, etc.
- Needs help with appropriate language (needs to be more specific, language of encouragement vs praise),

- **Reflection:** not always able to look honestly and critically at strengths as well as areas of need, in need of support in planning for next teaching, many mechanical errors.

Exemplary

Meets the Standard

Below Standard

**Rhode Island College**  
**Department of Elementary Education**  
**ELED 508: Language Arts in the Elementary School**

**Language Arts Portfolio Artifact: Case Study**

Candidate Name \_\_\_\_\_ Semester \_\_\_\_\_

**This Case Study must include**

- a. at least three samples of the child’s written work. A pseudonym is to be used to identify the child.
- b. at least two anecdotal entries reporting on classroom observations.
- c. a report of an individual conference with the child in which the child assesses his or her own strengths and weaknesses in language learning.
- d. a report of a conference with the child’s teacher in which the teacher assesses the child’s strengths and weaknesses in language learning.
- e. your description of the child that analyzes the child’s language learning, referencing specific aspects of the written work, anecdotal records, and conferences with the child and the child’s teacher, and your design for the next specific steps (lessons, materials, approaches) to be taken to enhance the child’s language growth.

(see over for complete rubric)

Original Submission Satisfactory \_\_\_\_ Needs Revision \_\_\_\_ Unsatisfactory \_\_\_\_ Date \_\_\_\_\_

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First Revision : Satisfactory \_\_\_\_ Needs Revision \_\_\_\_ Unsatisfactory \_\_\_\_ Date \_\_\_\_\_

Second Revision : Satisfactory \_\_\_\_ Needs Revision \_\_\_\_ Unsatisfactory \_\_\_\_ Date \_\_\_\_\_

**Instructor** \_\_\_\_\_ -

## **CASE STUDY RUBRIC**

### **Exemplary**

1. Paper includes all the basic requirements.
2. In-depth analysis accurately and insightfully reflects and references specifics of the child's language learning,
3. Recommended design for next steps demonstrates extensive knowledge of the nature of how children learn and develop and how to create instructional opportunities that reflect that understanding, are specific, realistic and address the needs of the child.
4. Recommended design for next steps demonstrates extensive knowledge of the diversity of learners and an in-depth understanding of how students differ in their approaches to learning.
5. Paper is logically organized, with fluent, clear, and eloquent writing.
6. Paper has no or minimal grammar, spelling, or conventions of written language errors.

### **Meets the Standard**

1. Paper includes all the basic requirements.
2. Analysis accurately reflects and references the specifics of the child's language learning.
3. Recommended design for next steps demonstrates knowledge of how children learn and develop and how to create instructional opportunities that reflect understanding, are specific, realistic and address children's needs.
4. Recommended design for next steps demonstrates knowledge of the diversity of learners and a basic understanding of how students differ in their approaches to learning.
5. Paper is logically organized and clearly written.
6. Paper has few grammar, spelling, or conventions of written language errors.

### **Below Standard**

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1. Paper may omit some basic requirements.
2. Analysis may not accurately reflect and/or reference the specifics of the child's language learning or may not be fully developed.
3. Recommended design for next steps may not be fully developed or may not demonstrate knowledge of the nature of how children learn and develop. It may lack evidence of knowledge of how to create instructional opportunities that reflect understanding of the needs of the child.
4. Recommended design for next steps may fail to demonstrate knowledge of the diversity of learners and a basic understanding of how students differ in their approaches to learning.
5. Paper may be disorganized and poorly written.
6. The paper may have many grammar, spelling, or conventions of written language errors.

Candidate Name \_\_\_\_\_ Semester \_\_\_\_\_

**DATA TABLE**

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**CASE STUDY**  
**ARTIFACT RATINGS**

<b>Semester</b>	<b>Rating</b>	<b>Exemplary</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Spring 2009</b> <b>n=4</b>	<b>ORIGINAL</b>	<b>3</b>	<b>1</b>	<b>0</b>
	<b>RE-SUBMISSION</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Fall 2009</b> <b>n=2</b>	<b>ORIGINAL</b>	<b>1</b>	<b>1</b>	<b>0</b>
	<b>RE-SUBMISSION</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Spring 2010</b> <b>n=4</b>	<b>ORIGINAL</b>	<b>4</b>	<b>0</b>	<b>0</b>
	<b>RE-SUBMISSION</b>	<b>0</b>	<b>0</b>	<b>0</b>

**DATA TABLE**  
**LESSON PLAN**  
**ARTIFACT RATINGS**

<b>Semester</b>	<b>Rating</b>	<b>Exemplary</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Spring 2010</b> <b>n=4</b>	<b>ORIGINAL</b>	<b>3</b>	<b>1</b>	<b>0</b>
	<b>RE-SUBMISSION</b>	<b>0</b>	<b>1</b>	<b>0</b>