

2-1. Content Assessment #1 (Scoring Guide for Multicultural Children’s Mini-Unit)

Brief description of content assessment #1 and its use in the program.

In addition to final grades, the multicultural children’s literature mini-unit scoring guide for EDTE 420 Literacy Strategies Intervention evaluates the candidate’s ability to use content knowledge (children’s literature based on cultural/ethnicity/racial perspectives and other areas of diversity), and create lesson plans, based on students’ reading weaknesses, interests, and choice of cultural focus. Because this class is a required course, the rubric is used to assess all candidates in the program.

2-2. Description of how this assessment specifically aligns with the standards.

The assessment aligns with NCTE standards which assess candidates’ use of content knowledge in the development of lesson plans based on diverse cultures (2.2); use of Michigan language arts standards and benchmarks as they develop objectives for lesson plans used in creation of mini-unit (2.5); final Power-Point presentation to the class describing orally their multicultural literature unit’s focus, providing a visual overview and written copy of presentation to the class (3.2); development of ten lesson plans based on improving students’ knowledge of reading processes, such as phonemic awareness, comprehension, vocabulary, and phonics skills, shown through lesson plan content and choice of literacy strategies described in plans (3.3); selection and use of a wide range of children’s multicultural literature, shown and described as specific components in mini-unit outline (3.5); final presentation involves use of print and non-print media and technology demonstrated by a Power-Point presentation and submission of overall summary of mini-unit to livetext.com (3.6); creation of learning environments which promote respect for individual differences shown by candidates’ use of appropriate language in lesson plans and choice of specific culture for unit’s focus (4.4); and use of a variety of formal and informal assessment activities and instruments as candidates’ develop formative and summative reports for evaluation and interpretation of students’ reading weaknesses with final submission to professor for evaluation; the summative report which includes recommendations is shared with the student’s classroom teacher for remediation purposes (4.10).

2-3. Brief analysis of the data findings.

The data taken from *LiveText* data base provide the following information for EDTE420 Literary Intervention Strategies for 2008-2009 and 2009-2010:

- For the cohort 2008-2009 (n=14), the means for all five sections of the rubric show a mean of 5. All fourteen candidates achieved scores at the Exceptional level (5pts.) for all five sections.
- For the cohort 2009-2010 (n=13), the means for all five sections of the rubric range from 4.38 to 5.0. All thirteen candidates scored at Exceptional level (5 pts.) for Sections 1, 2, 3, 5, and 6. Twelve candidates scored at the Exceptional level (5 pts.) for Section 4, with one scoring at Satisfactory level (3 pts.) for Section 4.

2-4. Interpretation of how the data provides evidence for meeting standards.

Key Assessment #2 - Content Knowledge Courses

NCTE Standard 3.5 is addressed in Section 1 of the assessment. For this section, all candidates from both cohorts achieved Exceptional level, showing all candidates reached this benchmark.

NCTE Standards 2.2 and 4.4 are addressed in Section 2 of the assessment. For these two sections, all candidates from both cohorts achieved Exceptional level, showing all candidates reached these benchmarks.

NCTE Standards 2.5, 3.3, and 4.1 are addressed in Section 3. For this section, all candidates from both cohorts achieved Exceptional level, showing all candidates reached these benchmarks.

NCTE Standards 3.2 and 3.6 are addressed in Sections 5 and 6 of the 2009-2010 assessment, with all candidates from both cohorts achieving Exceptional level, showing all candidates reached these benchmarks.

2-5a. Assessment tool

EDTE 420 uses a rubric (Multicultural Children’s Literature Mini-Unit Scoring Guide) showing five components (2009-2010 assessment uses six components) to measure the knowledge and skills attained by program candidates. The grading breakdown is provided. All candidates must have a C or higher to pass the course. [Attachment 6](#).

2-5b. Scoring guide for the assessment.

Rubric. Grading is based on mastery; quality points are awarded on a scale of 1-5 that range from Exceptional to Unsatisfactory for use in ascertaining the candidate’s level of competence with regard to reading strategies and language arts content.

Exceptional	5
Proficient	4
Satisfactory	3
Emerging	2
Unsatisfactory	1

2-5c. Charts of candidate data derived from the assessment.

Key Assessment #2 - Content Knowledge Courses

Standards

MI-AU-TLC-CF.1.C	Be able to articulate a personal and professional philosophy and construct support for it based on literature. Select educational practices based on philosophical perspective.
MI-AU-TLC-CF.2.B	Implement developmentally appropriate educational practices.
MI-AU-TLC-CF.3.B	Work effectively with ALL students, parents, teachers, administrators and community members.
MI-AU-TLC-CF.4.	Communicate effectively in written, verbal, and non-verbal forms.
MI-AU-TLC-CF.4.B	Use electronic tools effectively for professional communication, teaching, research, and evaluation of student progress.
MI-AU-TLC-CF.5.A	Read, evaluate, interpret and use appropriate literature.
MI-AU-TLC-CF.6.A	Demonstrate continuing professional development.

EDTE420 Literacy Intervention Strategies Rubric Mini-Unit Scoring Guide

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)
Provided details of all components of unit in a 1-2 page outline; submitted on time. (1, 5%) MI-AU-TLC-CF.6.A	Provided details of all components of unit in 1-2 page outline; submitted on time.	Provided details of some components of the unit in a 1-2 page outline; submitted on time.	Provided a sketch of limited information of the unit in a 1-2 page outline; submitted on time.	Provided 1–2 components of the unit; not submitted on time.	Provided no components of the unit; not submitted on time.
Lesson plans use language appropriate to church standards and to culture or ethnic group chosen for focus of mini-unit. (1, 5%) MI-AU-TLC-CF.1.C	Language is appropriate to culture and/or ethnic group. Language is acceptable to church standards.	Language is appropriate to church standards but not to cultural standards.	Language is appropriate to the culture but not acceptable to church standards.	Language shows lack of sensitivity to both church and cultural standards.	Language is highly offensive to both the specific culture and to church standards.
Lesson plans integrate content selection, timeline and organizational structures; objectives aligned with content standards and benchmarks. Formative and summative assessments completed. (4, 20%) MI-AU-TLC-CF.5.A	Lesson plans provide detailed information which integrates content selection, timeline, and organization structures; objectives aligned with content standards and benchmarks. Included formative and summative assessments.	Lesson plans provide detailed information which integrates content selection, timeline, and organization structures. Objectives aligned with content standards and benchmarks. Formative or summative assessments incomplete.	Lesson plans provide detailed information which integrates content selection, timeline, and organization structures. Objectives not aligned to content standards and benchmarks. Formative and/or summative assessments not done or incomplete.	Lesson plans provide little detail on content selection, timeline, or organization structures. Objectives missing or not aligned to content standards. Assessments not done or incomplete.	Lesson plans missing any of the following: content selection, timeline, or organization structures. Objectives not aligned; no assessments provided.

Key Assessment #2 - Content Knowledge Courses

<p>A total of ten mini-unit lessons completed on time, unit shows field experience and meets all performance (no absences or late arrivals) criteria. (6, 30%) MI-AU-TLC-CF.2.B MI-AU-TLC-CF.3.B</p>	<p>All ten mini-unit lessons completed on time with field experience. Performance criteria is completed with required attendance.</p>	<p>All ten mini-unit lessons completed on time with field experience. One or two tardies to tutoring sessions reported.</p>	<p>All ten mini-unit lessons completed but not submitted on due dates. Field experience has been completed. Several (more than 2) tardies reported.</p>	<p>Nine or less mini-unit lessons submitted, some on time, others late. Field experience lacking (absences not made up), consistent tardiness reported.</p>	<p>One or two mini-unit lessons submitted, on time or late, with insufficient/weak field experience.</p>
<p>Mini-unit culminating activity presentation. – teacher/tutor presents mini-unit to class through power point demonstration, with student work included. Presentation is between 5 and 10 minutes in length. (4, 20%) MI-AU-TLC-CF.4.A MI-AU-TLC-CF.4.B MI-AU-TLC-CF.6.A</p>	<p>Tutor presents mini-unit power point demonstration; student work is described and included in presentation. Presentation is between 5 and 10 minutes in length.</p>	<p>Tutor presents mini-unit power point demonstration; student work is described/discussed but not included in presentation. Presentation is done in required time.</p>	<p>Tutor presents mini-unit power point demonstration; student work is described/discussed but not presented to class. Presentation is less than 5 minutes in length.</p>	<p>Tutor presents mini-unit to class (no power point). Student work is not described or presented to class. Presentation is done in required time.</p>	<p>Tutor presents mini-unit (no power point). Student work is not described or presented to class. Presentation is less than 5 minutes.</p>
<p>Summary of key points of mini unit is submitted to LiveText as a 1 to 2 page document and has been submitted on time. (4, 20%) MI-AU-TLC-CF.4.A MI-AU-TLC-CF.4.B</p>	<p>Summary of key points of mini unit is 1 to 2 pages in length and has been submitted to <i>LiveText</i> on time.</p>	<p>Summary of key points of mini unit is beyond required length and was submitted to <i>LiveText</i> on time.</p>	<p>Summary of key points of mini unit is less than 1 page in length and was submitted to <i>LiveText</i> on time.</p>	<p>Summary of key points of mini unit is less than 1 page in length and was not submitted to <i>LiveText</i> on time.</p>	<p>Summary of key points of mini unit was not submitted to <i>LiveText</i> on time.</p>

Key Assessment #2 - Content Knowledge Courses

EDTE420 Literature Intervention Strategies Candidate Data

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	N	Mean	Mode	StDev
2007-2008									
Provided details of all components of unit in a 1-2 page outline; submitted on time.	2	7	1	1	0	11	3.91	4	0.79
Lesson plans use language appropriate to church standards and to culture or ethnic group chosen for focus of mini-unit.	11	0	0	0	0	11	5	5	0
Lesson plans integrate content selection, timeline and organizational structures; objectives aligned with content standards and benchmarks. Formative and summative assessments completed.	11	0	0	0	0	11	5	5	0
A total of ten mini-unit lessons completed on time, unit shows field experience and meets all performance (no absences or late arrivals) criteria.	10	1	0	0	0	11	4.91	5	0.29
Mini-unit culminating activity presentation. Teacher/tutor presents mini-unit to class through power point demonstration, with student work included. Presentation is between 5 and 10 minutes in length.	11	0	0	0	0	11	5	5	0
2008-2009									
Provided details of all components of unit in a 1-2 page outline; submitted on time.	14	0	0	0	0	14	5	5	0
Lesson plans use language appropriate to church standards and to culture or ethnic group chosen for focus of mini-unit.	14	0	0	0	0	14	5	5	0
Lesson plans integrate content selection, timeline and organizational structures; objectives aligned with content standards and benchmarks.	14	0	0	0	0	14	5	5	0

Key Assessment #2 - Content Knowledge Courses

Formative and summative assessments completed. A total of ten mini-unit lessons completed on time, unit shows field experience and meets all performance (no absences or late arrivals) criteria. Mini-unit culminating activity presentation. [?][?][?] Teacher/tutor presents mini-unit to class through power point demonstration, with student work included. Presentation is 10 to 15 minutes in length.	14	0	0	0	0	14	5	5	0
Formative and summative assessments completed. A total of ten mini-unit lessons completed on time, unit shows field experience and meets all performance (no absences or late arrivals) criteria. Mini-unit culminating activity presentation. [?][?][?] Teacher/tutor presents mini-unit to class through power point demonstration, with student work included. Presentation is 10 to 15 minutes in length.	14	0	0	0	0	14	5	5	0
2009-2010									
Provided details of all components of unit in a 1-2 page outline; submitted on time.	13	0	0	0	0	13	5	5	0
Lesson plans use language appropriate to church standards and to culture or ethnic group chosen for focus of mini-unit.	13	0	0	0	0	13	5	5	0
Lesson plans integrate content selection, timeline and organizational structures; objectives aligned with content standards and benchmarks. Formative and summative assessments completed.	13	0	0	0	0	13	5	5	0
A total of ten mini-unit lessons completed on time, unit shows field experience and meets all performance (no absences or late arrivals) criteria. Mini-unit culminating activity presentation. [?][?][?] Teacher/tutor presents mini-unit to class through power point demonstration, with student work included. Presentation is between 5 and 10 minutes in length. Summary of key points of mini unit is submitted to <i>LiveText</i> as a 1-2 page document and has been submitted on time.	9	0	4	0	0	13	4.38	5	0.92
Formative and summative assessments completed. A total of ten mini-unit lessons completed on time, unit shows field experience and meets all performance (no absences or late arrivals) criteria. Mini-unit culminating activity presentation. [?][?][?] Teacher/tutor presents mini-unit to class through power point demonstration, with student work included. Presentation is between 5 and 10 minutes in length. Summary of key points of mini unit is submitted to <i>LiveText</i> as a 1-2 page document and has been submitted on time.	13	0	0	0	0	13	5	5	0
Formative and summative assessments completed. A total of ten mini-unit lessons completed on time, unit shows field experience and meets all performance (no absences or late arrivals) criteria. Mini-unit culminating activity presentation. [?][?][?] Teacher/tutor presents mini-unit to class through power point demonstration, with student work included. Presentation is between 5 and 10 minutes in length. Summary of key points of mini unit is submitted to <i>LiveText</i> as a 1-2 page document and has been submitted on time.	12	0	0	0	1	13	4.69	5	1.07