

2-1. Content Assessment #2 (Philosophy of Language Arts Rubric)

Brief description of content assessment # 2 and its use in the program

In addition to final grades, the Philosophy of Language Arts Rubric for EDTE 444/484 (EDTE 444 - Elementary Language Arts Methods and EDTE 484 – Developmental Reading Methods taught as one course for 4 credits) evaluates the candidates' ability to design instruction, using knowledge of and skills in English language usage, knowledge of language arts content and research theory, and development of a plan and rationale for how content will be used in real classrooms. The instructor uses the rubric 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 practices designed to assist students' development of critical thinking skills (2.4); candidates' ability to demonstrate knowledge of and skills in the use of the English language (3.1); and candidates' knowledge of research theory and findings in English language arts (3.7).

2-3 Brief analysis of the data findings

The data (course grades) taken from course records for the above assessment, provide the following information for EDTE 444/484 for 2008-2009 and 2009-2010:

Using the mean, 200 –2009 candidates (n = 7) scored between the proficient level (4 pts.) and the target level (5 pts.) for Sections 1, 2, and 4 of the assessment, scoring a mean of 4.71 for Section 1, scoring a mean of 4.14 for Section 2, and scoring a mean of 4.71 for Section 4.

Using the mean, 2009–2010 candidates (n = 5) scored between the proficient level (4 pts.) and the target level (5 pts.) for Sections 1, 2, and 4 of the assessment, scoring a mean of 4.8 for Section 1, scoring a mean of 4.6 for Section 2, and scoring a mean of 4.9 for Section 4.

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

NCTE Standard 2.4 is addressed in Section 4 of the assessment; for this standard for 2008 – 2009, four candidates received a score of 5 (target level), two candidates received a score of 4.5, and one candidate received a score of 4 ((proficient level); for 2009 – 2010, four candidates achieved a score of 5 (target level) and one candidate achieved a score of 4.5. This data shows that 100% of the candidates for these cohorts reached target or proficient level on this project, showing that all candidates reached this benchmark.

NCTE standard 3.1 is addressed in Section 1 of the assessment; for this standard for 2008 - 2009, five candidates for 2008 – 2009 achieved a score of 5 (target level) and two candidates achieved a score of 4 (proficient level); for 2009 – 2010, four candidates achieved a score of 5 (target level) and one candidate achieved a score of 4 (proficient level). This data shows that 100% of the candidates for these cohorts reached target or proficient level on this project, showing that all candidates reached this benchmark.

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NCTE standard 3.7 is addressed in Section 2 of the assessment; for this standard for 2008 – 2009, two candidates achieved a score of 5 (target level), four candidates achieved a score of 4 (proficient level), and one candidate achieved a score of 3 (satisfactory level); for 2009 – 2010, two students received a score of 5 (target level), two students received a score of 4.5, and one candidate achieved a score of 4 (proficient level). This data shows that 92 % of the candidates for these cohorts reached target or proficient level on this project, with one student below the proficient level, therefore 92% of the candidates reached this benchmark, with 8% not meeting the benchmark.

2-5a Assessment tool

EDTE 444/484 uses a rubric comprised of five components to measure knowledge and skills attained by candidates in language arts content areas. See [Attachment 9](#).

2-5b Scoring guide for the assessment

Grading is based on mastery; quality points are awarded on a scale of 1-5 that range from Target to Unacceptable for use in ascertaining the candidate's level of competence with regard to language arts content criteria. All candidates must have a C or higher to pass the course.

Target	5
Proficient	4
Satisfactory	3
Emerging	2
Unacceptable	1

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

The data taken from grades using the assessment tool from EDTE 444/484, provide the following information for the 20080 – 2009 and the 2009 – 2010 cohorts:

2008 – 2009 (n=7)

Section 1 Scores:

5 (target) 5 students
4 (proficient) 2 students
Mean = 4.71

Section 2 Scores:

5 (target) 2 students
4 (proficient) 4 students
3 (satisfactory) 1 student
Mean = 4.14

2009 – 2010 (n=5)

Section 1 Scores:

5 (target) 4 students
4 (proficient) 1 student
Mean = 4.

Section 2 Scores:

5 (target) 2 students
4.5 2 students
4 (proficient) 1 student
Mean = 4.6

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Section 3 Scores:

5 (target) 1 student
4.5 1 student
4 (proficient) 4 students
3 (satisfactory) 1 student
Mean = 4.07

Section 3 Scores:

5 (target) 5 students
Mean = 5

Section 4 Scores:

5 (target) 4 students
4.5 2 students
4 (proficient) 1 student
Mean = 4.71

Section 4 Scores:

5 (target) 4 students
4.5 1 student
Mean = 4.9

Section 5 Scores:

5 (target) 4 students
4.5 2 students
4 (proficient) 1 student
Mean = 4.71

Section 5 Scores:

5 (target) 3 students
4 (proficient) 2 students
Mean = 4.6