KSOEHD

LEBSE/Reading & Language Arts Program

Student Outcomes Assessment Plan (SOAP)

I. Mission Statement

The Reading/Language Arts Program offers a Master of Arts Degree in Education with a Reading/Language Arts Option as well as a Reading/Literacy Leadership Specialist Credential. The program is designed to prepare classroom teachers with a strong theoretical foundation on literacy development and the capacity to apply this knowledge in making assessment and instructional decisions to meet the diverse needs of students with varying language and cultural backgrounds in addition to becoming competent practitioners and agents for positive and social change. Therefore, it is the mission of the Reading/Language Arts Program to prepare literacy leaders for service in our communities who are knowledgeable and competent in creating a literate environment to facilitate successful reading and writing for all children as well becoming agents of change in the field of Reading and Language Arts education.

II. Goals and Student Learning Outcomes

Goal 1: To prepare graduates to be knowledgeable about literacy development and instructional practices through the study of theoretical perspectives and scientific research on literacy processes and language development.

Outcomes: Graduates will be able to:

1.1 Compare and contrast major theories of literacy and language development

1.2 Apply theoretical perspectives and scientific research in the design and implementation of instructional lessons

Goal 2: To prepare graduates with the capacity to plan, implement, evaluate, and modify literacy instruction to meet the needs of diverse struggling readers and English Language Learners.

Outcomes: Graduates will be able to:

2.1 Design differentiated instructional strategies based on student assessment results.

2.2 Provide effective clinical/critical literacy instruction to meet the needs of culturally and linguistically diverse struggling readers.

Goal 3: To prepare graduates to be knowledgeable and effective literacy leaders capable of mentoring colleagues in effective literacy instruction and evaluating educational intervention programs.

Outcomes: Graduates will be able to:

3.1 Demonstrate effective collegial mentoring in literacy instruction.

3.2 Evaluate school-wide and/or district-wide literacy program initiatives.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

Reading/Language Arts Program Course x Outcomes Matrix

I= Introduced; R= Reinforced; E= Emphasized; M= Mastered

Outcomes	LEE 278	LEE 213	LEE 215	LEE 224	LEE 214	ERE 220	LEE 244	ERE 288	LEE 230	LEE 234	LEE 254	LEE 298/299
1.1	E	E	E	R	R	R	M	R	R	R	R	M
1.2	E	E	R	M			R		M	M	E	R
2.1	I	R	R	E	R		R		M	M	E	R
2.2	R	R	R	E	R		R		M	M	E	R
3.1									E	E	M	R
3.2	E	R	E	E		E	R	E			M	R

IV. Assessment Methods

Our program mission is to prepare classroom teachers with both a strong theoretical foundation on literacy development and the capacity to apply this knowledge in making assessment and instructional decisions to meet the diverse needs of students. As such, our assessment methods are structured to look at both knowledge acquisition and application.

The Matrix in the next section illustrates how each assessment tool measures the outcomes directly or indirectly. This section will describe the products that will be used to assess Student Learning Outcomes across the program.

Measure 1: *LEE 213 Theory to Practice Inquiry Project.* (Outcomes 1.1, 1.2, 2.2)

In LEE 213-Teaching the Language Arts K-12, students complete an inquiry project that has three main components. First, students select a topic of inquiry driven by their professional experiences teaching language arts and write a research paper describing the different theoretical perspectives and respective instructional implications. Second, students use the research examined to develop and implement instructional lessons in the classroom setting. Third, students develop a presentation to share with colleagues that presents the theory of their report, the practical applications from their lessons, and a critical reflection on the experiences. Projects will be evaluated and scored using a rubric (attached) as proficient (90-100), developing (80-89), or beginning (below 80) based on the ability to compare and contrast literacy theories and apply the theoretical perspectives in effectively designing literacy instruction that meets the needs of struggling readers and English Learners.
A score of ≥ 80 is considered to have met the learning outcome. 75% of students are expected to meet the learning outcome.

Measure 2: *LEE 224 Case Study Report.* (Outcomes 2.1, 2.2)
In LEE 224-Assessing & Developing Reading Abilities, students administer a variety of literacy assessments to an individual struggling reader in K-12, analyze the assessment results, and use the results to develop an individualized instructional plan. The students prepare a case study report that details the assessment tools and results, provides an analysis of the results, and provides instructional recommendations. Reports will be evaluated and scored using a rubric (attached) as exceeds expectations (90-100), meets basic expectations (80-89), or needs improvement (below 80) based on the ability to administer, score, and analyze assessment tools and to use assessment results and literacy research to guide the design of differentiated instruction for struggling readers.
A score of ≥ 80 is considered to have met the learning outcome. 75% of students are expected to meet the learning outcome.

Measure 3: *LEE 244 Literature Review Wiki Project* (Outcome 1.1)
In LEE 244-Research for Reading Professionals, students review research from the emergent reading, comprehension, and English Learner fields of literacy and construct a Wiki page. On this wiki page, students provide summaries of the research reviewed, including context, methods, and implications as well as a synthesis comparing the various theoretical perspectives that were examined. Wiki pages will be evaluated and scored using a rubric (attached) as craftsman (87-100), good (74-86), or satisfactory (below 74) based on the ability to summarize and synthesize research studies.
A score of ≥ 80 is considered to have met the learning outcome. 75% of students are expected to meet the learning outcome.

Measure 4: *Practicum Experience Matrix* (*LEE 230 & 234).* (Outcomes 1.2, 2.1, 2.2)
The Reading/Language Arts Master's option requires students to complete two supervised clinical field experiences. LEE 230 and LEE 234 provide students with in-depth experiences in diagnosing and tutoring K-Adult pupils who demonstrate reading achievement below expected performance for their respective age levels. LEE 230 requires students to conduct small-group tutoring; LEE 234 requires

students to conduct individual tutoring. The matrix will be used to document students' competence in administering appropriate assessment measures and applying research-based instructional methods for meeting the needs of early readers, English Learners, and students with reading difficulties across these two clinical courses.

The completion of all competencies is considered to have met the learning outcomes. 75% of students are expected to meet the learning outcomes.

Measure 5: *LEE 254 Program Evaluation Report.* (Outcome 3.2)
In LEE 254-Supervised Field Experiences in Reading, students use evaluation tools and school data to construct an evaluation report of their school site's literacy program. In these reports, students provide analysis of data regarding school instructional procedures and curriculum materials, the strengths and weaknesses of these elements, and conclusions regarding program enhancement and professional development. Reports will be evaluated and scored using a rubric (attached) as excellent (90-105), fair (63-89), or poor (21-62) based on the ability to collect evaluation data, provide clear analysis that accurately reflects the data, summarize areas of strength/weakness, and draw conclusions for refinements supported by the research literature.
A score of ≥ 80 is considered to have met the learning outcome. 75% of students are expected to meet the learning outcome.

Measure 6: *LEE 254 Coaching Presentations.* (Outcome 3.1)
In LEE 254-Supervised Field Experiences in Reading, students collaborate with a colleague in 3 peer-coaching cycles, consisting of pre-consultation, observation/modeling, and debriefing consultation. The students prepare presentations for two of the cycles. Presentations include lessons learned about the coaching process, critical reflective insights about professional growth, and plans for future goals. Presentations will be evaluated and scored using a rubric (attached) as excellent (31-50), fair (11-30), or poor (≤ 10) based on ability to critically analyze coaching experiences and to reflectively assess professional growth.
A score of ≥ 31 is considered to have met the learning outcome. 75% of students are expected to meet the learning outcome.

Measure 7: *Comprehensive Exam.* (Outcomes 1.1, 2.1)
A comprehensive exam is one culminating experience option. To assess Outcome 1.1, the following exam question will be analyzed: *Identify four similarities and differences between Bottom-Up and Top-Down reading instruction. Be sure to make reference to research studies.* To assess Outcome 2.1, the following question will be analyzed: *Review the attached Running Record from a first grade student. Analyze the results and devise a brief instructional plan for the student.* Exam questions will be evaluated and scored using a rubric (attached) as exemplary (4), accomplished (3), developing (2), or beginning (1). A mean score of ≥3 is considered to have met the learning outcome. 75% of students are expected to meet the learning outcome.

V.	**Student Learning Outcomes X Assessment Methods Matrix**

Reading/Language Arts Program Student Learning Outcomes X Assessment Methods Matrix

D= Direct; ID= Indirect

Outcomes	LEE 213 Theory to Practice Project	LEE 224 Diagnostic Case Study	LEE 244 Literature Review	LEE 230/234 Practicum Experience Matrix	LEE 254 Program Evaluation Report	LEE 254 Coaching Presentation	Comp Exam Rubric
1.1 Compare and contrast major theories of literacy and language development.	D		D				D
1.2 Apply theoretical perspectives and scientific research in the design and implementation of instructional lessons.	ID	ID		D			
2.1 Design differentiated instructional strategies based on student assessment results.		D		D			ID
2.2 Provide effective clinical literacy instruction to meet the needs of culturally and linguistically diverse struggling readers instruction.	ID			D			
3.1 Demonstrate effective collegial mentoring in literacy instruction.						D	
3.2 Evaluate school-wide and/or district-wide literacy program initiatives.					D		

VI.	Timeline for Implementation of Assessment Methods and Summary Evaluations

Year 2023 to 2024

Method 1.   Practicum Experience Matrix (LEE 230, 234, & 254)

Method 2.   Coaching Presentation Rubric (LEE 254)

Method 3.   Program Evaluation Matrix (LEE 254)

Method 4.   Comprehensive Exam

Year 2024 to 2025

Method 1.   Theory to Practice Project (LEE 213)

Method 2.   Diagnostic Case Study (LEE 224)

Method 3.   Literature Review (LEE 244)

Method 4.   Comprehensive Exam

Year 2025 to 2026

Method 1.   Theory to Practice Project (LEE 213)

Method 2.   Diagnostic Case Study (LEE 224)

Method 3.   Practicum Experience Matrix (LEE 230, LEE 234 & 254)

Method 4.   Program Evaluation Report (LEE 254)

Method 5.   Coaching Presentations (LEE 254)

Method 6.   Comprehensive Exam

VII.	Process for Closing the Loop

The Program Coordinator will be responsible for coordinating the collection of assessment data with the assistance of program faculty each semester. The Program Coordinator will be responsible for summarizing the data each semester. Near the end of each spring semester, a program meeting will be dedicated to reviewing assessment results, determining what changes, if any, the results suggest, and adjusting the next year's assessment activities as needed. The minutes of this meeting will provide the basis for the department chair's annual report on assessment activities.

APPENDICES

1. Appendix 1- LEE 213 Theory to Practice Inquiry Presentation Rubric
2. Appendix 2- LEE 224 Case Study Rubric
3. Appendix 3- LEE 244 Literature Review Rubric
4. Appendix 4- Practicum Experiences Matrix
5. Appendix 5- LEE 254 Program Evaluation Rubric
6. Appendix 6- LEE 254 Coaching Presentation Rubric
7. Appendix 7- Comprehensive Exam Rubric

LEE 213: Theory to Practice Inquiry Presentation Rubric

Plan Component	3-Proficient	2-Developing	1-Beginning
Context (3 points)	• Includes specific details about research context (classroom, school, community) • Uses specific evidence to support claims	• Includes general details about research context (classroom, school, community) • Uses some evidence to support claims	• Includes little information about research context • Uses little/no evidence to support claims
Inquiry Focus & Rationale (3 points)	• Provides a specific definition of inquiry focus • Clearly articulates rationale for inquiry focus • Cites specific data to support rationale • Uses charts, tables, and/or graphs to help illustrate points and cites graphics within narrative	• Provides a general definition of inquiry focus • Articulates general rationale for inquiry focus • Refers generally data to support rationale • Uses charts, tables, and/or graphs to help illustrate points, connection between graphics and narrative may not be clear	• Missing definition of inquiry focus • Missing rationale for inquiry focus • Missing reference to data • Uses no charts, tables, and/or graphs to help illustrate points; connection between graphics and narrative not explained
Key Findings from Literature (3 points)	• Provides concise overview of key points from research literature most relevant to inquiry	• Provides overview of key points from research literature, literature generally relevant to inquiry	• Provides overview of research literature, literature may not be relevant to inquiry OR literature overview may be missing
Data Collection & Analysis (3 points)	• Clearly describes data collected • Provides specific rationale for collecting data • Clearly articulates from whom data was collected and why • Clearly describes tools used for analyzing data and rationale for using • Clearly articulates process used for analyzing data	• Generally describes data collected • Provides some rationale for collecting data • Generally discusses from whom data was collected and why • Generally describes tools used for analyzing data and rationale for using • Generally articulates process used for analyzing data	• Provides little/no description of data collected • Provides little/no rationale for collection of data • Missing discussion of from whom data was collected and why • Provides little/no description of tools used for analyzing data and rationale for using • Provides little/no discussion of process used for analyzing data
Findings (4 points)	• Clearlly describes findings from data analysis • Includes specific evidence from data to support findings • Uses charts, tables, and/or graphs to help illustrate points and clearly explains graphics within narrative	• Generally describes findings from data analysis • Includes general evidence from data to support findings • Uses charts, tables, and/or graphs to help illustrate points; connection between graphics and narrative may not be clear	• Provides little/do description of findings from data analysis • Missing evidence from data to support findings • Uses no charts, tables, and/or graphs to help illustrate points OR charts, tables, graphs not appropriate
Reflection & Next Steps (4 points)	• Includes thoughtful reflection about inquiry • Includes insightful implications for the inquiry based on findings with clear connections to research literature • Uses specific, appropriate evidence to support claims	• Includes general reflection about findings • Includes general implications for the inquiry based on findings; attempts connections to research literature • Uses some appropriate evidence to support claims	• Includes little/no reflection about findings • Missing implications for the inquiry based on findings; no connections to research literature • Uses little/no evidence to support claims

APPENDIX 2
LEE 224 CASE STUDY RUBRIC

Scoring Rubric X 5	Results	Analysis	Strengths/ Weaknesses	Instructional Recommendations	Writing Mechanics
Exemplary 4	All assessment results reported clearly, concisely, and accurately.	All assessments analyzed accurately, thoroughly and competently	All needs and strengths targeted. Summary is supported by multiple and varied assessments	2-3 recommendations provided; all accurately address needs and build on strengths; all appropriately supported; at least 1 activity for home	Essentially error-free; Meets guidelines for APA publication
Accomplished 3	Most quantitative and qualitative assessment results reported clearly, concisely, and accurately.	Most assessments analyzed accurately; some analyses lack depth	Most needs and strengths targeted. Summary is supported by multiple and varied assessments	2-3 recommendations provided; most accurately address needs and build on strengths; most appropriately supported; at least 1 activity for home	Minor errors; normal conventions of spelling and grammar; errors do not interfere with comprehensibility; Minor APA errors; APA style/ format used throughout paper
Developing 2	Some quantitative and qualitative assessment results reported clearly, concisely, and accurately.	Some assessments analyzed accurately; most analyses lack depth	Some needs and strengths targeted; summary is supported by single assessments	Incomplete recommendations; some accuratelty address needs and build on strengths; some appropriately supported	Frequent spelling/ grammar errors that interfere with comprehensibility; not all APA format followed
Beginning 1	Few quantitative and qualitative assessment results reported clearly, concisely, and accurately.	Few assessments analyzed accurately; few analyses are through	Few needs and stregnts targeted; summary does not refer to assessments	Incomplete recommendations; few accurately address needs and build on stregntsh; few appropriately supported	Numerous spelling/ grammar errors that interfere with comprehensibility; APA format not followed.

Total:___/100

APPENDIX 3
LEE 244 LITERATURE REVIEW RUBRIC
Comp Exam Questions/Chapter 2
(Revised Spring 2018)

	Satisfactory	Good	Excellent
	Points Possible (up to)		
Studies	Covers 1-4 studies for at least 1-2 topics from the following: Emergent Literacy, Comprehension & English Language Learners 30 points	Covers 5-6 studies for at least 3-4 topics from the following: Emergent Literacy, Comprehension, & English Language Learners 35 points	Covers 7-10 studies for each of 5 topics: Emergent Literacy, Comprehension, & English Language Learners 40 points
Summa	Summary tells too much about the context (students) & methods, and provides somewhat clear conclusions 25 points	Summary just enough of the context (students) & methods, and summarizes conclusions and implications 27 points	Summary provides more than enough of the context (students) & methods and summarizes conclusions and implications clearly 30 points
Discussion Analysis	Findings of 2-3 studies discussed 7 points	Findings of 3-4 studies discussed 9 points	Findings of 5 or more studies discussed 10 points
APA	10 errors 5 points	5 errors 7 points	2 errors 10 points
Forma	Traditional Essay 6 points	Multi-media 8 points	Interactive Multi-media 10 points
TOTAL SCORE			

APPENDIX 4
PRACTICUM EXPERIENCE MATRIX

Matrix of **experiences for practicum and field classes**
LEE 230/LEE 234

These courses involve individualized programs of **planned experiences in reading instruction at the Kremen School of Education and Human Development clinic sites and at school sites. Activities shall be varied, intensive and extensive, and shall include organization and modification of** existing **programs or development of new curriculum in conjunction with school personnel.**

Objectives	Minimum Criteria	Learner's Responsibility	Verified by (initials)	Date
The candidate shall: Theoretical Background 1. demonstrate knowledge of readiness to learn and its relation to specific reading strategies	The candidate shall: assess readiness level and will provide background as needed for each reading	The candidate will: prepare outline of strategy element taught to group or individual		
2. demonstrate knowledge of the linguistic patterns, including phonetics, morphology, and syntax	prepare five small lessons relating linguistics to the teaching of reading elements	submit lesson plans and evaluation		
3. show knowledge of methods for teaching a group of children who speak a form of language other than English	teach at least twelve improvement lessons to a small group of learners speaking non-standard English and standard English	teach lessons for supervisor's observation		
4. show knowledge of specific socio-economic factors which contribute to variation in the learner's reading growth pattern	teach reading in at least two different socio-economic areas	note and report on daily work of learners		
5. show knowledge of cultural influences upon the process of reading development	teach reading to at least one ethnic group which differs from his own	report on daily progress of learners		

LEE 230/LEE 234   Matrix of experiences for practicum and field classes **(continued)**
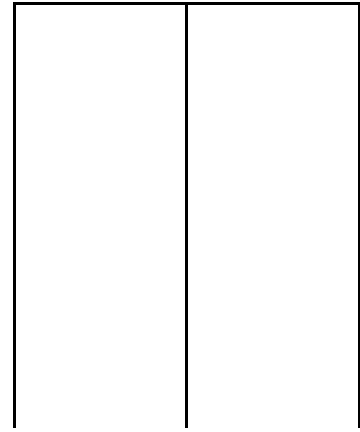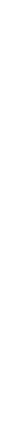
Objectives	Minimum Criteria	Learner's Responsibility	Verified By (initials)	Date

SOAP 2023

The candidate shall	The candidate shall:	The candidate will:		
Diagnosis and Referral 6. demonstrate knowledge to select, administer, and interpret appropriate instruments to diagnose various reading difficulties	administer two group diagnostic tests to a small group and will interpret results	submit written report of group needs		
7. administer a standardized reading survey test and show that he is able to select reading skills which need emphasis	administer a standardized reading survey test to a class and interpret the results	submit survey report		
8. demonstrate ability to refer students to appropriate individuals or agencies if their reading problems appear to be of such quality that they may not be resolved through normal classroom procedures	survey a class as to reading competencies and make referrals as necessary for further help	teach lessons for supervisor's observation referral recommendations		
9. demonstrate ability to report student needs to parents or other concerned individuals if the student is to be referred to an outside individual or agency	confer with school site personnel and parents regarding recommendations made	conduct the conference		
Instruments Measuring Reading will show knowledge of both individual and group test				

Objectives	Minimum Criteria	Learner's Responsibility	Verified by (initials)	Date
The candidate shall:	**The candidate shall:**	**The candidate will:**		
10. show his ability to construct such tests as diagnostic and informal inventories	diagnose reading difficulties of at least five individuals at different grade levels in school; prepare an informal inventory to assess reading level and a diagnostic test to asses competency on one study skill	submit the inventory and the test		
Prescription				
11. demonstrate knowledge of materials for the improvement of specific reading difficulties and the ability to use such knowledge to correct the reading disabilities of school children and young people	select materials on word skills, comprehension, and study skills to be used for remediation of leamer difficulties on at least three different levels	submit plans to supervisor		
12. show understanding of programs and techniques to use with child-ren and young people who have specific reading problems	provide remedial teaching for at least six different learners	report progress of learners as observed through daily work, testing, and supervisor's judgment		
Selection. Use. and Evaluation of Materials and Methods for Teaching

demonstrate knowledge of the concepts of readiness and its implications to the planning of reading programs | | | | |

Objectives	Minimum Criteria	Learner's Responsibility	Verified by (initials)	Date
The candidate shall: 13. show ability to select strategies, materials, and environmental factors which incorporate readiness influences upon reading behavior show knowledge of ways to teach show knowledge of ways to teach word recognition skills show knowledge of ways to evaluate lessons in word recognition	**The candidate shall:** form three small groups needing different readiness and provide needed back-ground	**The candidate will:** prepare lesson plans		
14 show ways of selecting and evaluating materials with which to teach word recognition	prepare and teach small group lessons on at least two elements of phonetic analysis, two elements of structural analysis, and two ways of expanding sight vocabulary	prepare lesson plans and teach and evaluate lessons		
15 show knowledge of ways to teach and evaluate lessons in comprehension of skills and critical reading demonstrate ways in which to help students select purposes for reading	prepare and teach to a small group three lessons on recognition of main idea in paragraphs, three on reading for inference, and three on differentiating between fact and opinion	prepare lesson plans and teach lessons for supervisor's observation		

Objectives	Minimum Criteria	Learner's Responsibility	Verified by (initials)	Date
The candidate shall:	The candidate shall:	The candidate will:		
16. demonstrate ways to approach reading for different reasons and with different rates of reading	Select content area materials of three different types and teach a group of learners to set purposes for reading and then to select an appropriate rate of comprehension to meet each purpose	outline strategy		
17. demonstrate knowledge and abilities related to students competencies in study skills	prepare and teach a series of at least five lessons each on outlining, note-taking, and summarization to a content area class	prepare lesson plans and teach lessons for supervisor's observation		
18. show how he can increase students' competencies in location skills	prepare and teach two lessons on cross reference in indexes and three on use of library card catalog to find specific information	prepare lesson plans		
supply interest and motivation for the students through his personal interest and knowledge				
19. show his ability to motivate students to increase their reading limits, both in reading levels and subject areas	devise three techniques to motivate an entire class, three for a small group, and three for individual learners	outline strategy and discuss with peers		
20. demonstrate his ability to books in terms of quality of content learner and style of writing	discuss and critique at least five books critique of different types for a class of	participate in discussion		

Objectives	Minimum Criteria	Learner's Responsibility	Verified By (initials)	Date
The candidate shall:	The candidate shall-.	The candidate will:		
21. be able to recommend to students books which have outstanding quality in their content and style of writing	prepare booklists recommending books of outstanding quality in three different areas appropriate for learners involved	prepare booklists		
22. demonstrate his ability to read to groups of children, peers, or other groups in a pleasurable manner	read at least one fictional and one non-fictional selection to a group	demonstrate oral reading techniques		
23. be able to show others significant ways in which they can improve their oral reading	use tape recorder to demonstrate methods and to make learners aware of needs and of progress	prepare the tapes and outlines of strategy		
Locating and Using Professional Literature in Reading:				
24. demonstrate knowledge of materials which are appropriate to the California Framework	read and become familiar with California Framework in Reading and Literature and will select appropriate materials for students	Satisfy supervisors judgment		

Verifiers

230 Professor Signature	Position	Date

234 Professor Signature	Position	Date

LEE 254 PROGRAM EVALUATION REPORT RUBRIC			
Components	Excellent 5 pts	Fair 3 pts	Poor 1 pts
RTI (Interventions)/ Assessment Practices			
Tiers How many levels? What are they like? When? Who teaches?	All levels of interventions listed and thoroughly described. Includes program names, materials, schedules, grouping, and instructor qualifications.	All levels of interventions listed, and most thoroughly described (classroom/ pull-out). Description may not include all key elements.	Few levels of interventions are listed and description lacks many of the key components.
Assessment What tools? How administered? How analyzed? What purpose?	3 tools used to measure student learning in various grade levels are presented and thoroughly described. Includes how tools are used for placement, monitoring, and transition out of programs.	2-3 tools are listed, and most are thoroughly described. Description may not include all key elements: placement, monitoring, transition.	Few tools are listed and descriptions lack many of the key components.
Achievement Data	Data from at least 3 tools used to measure student learning in various grade levels are presented and results are clearly and accurately interpreted.	Data from at least 2 tools used to measure student learning in various grade levels are presented, but results may be unclearly or inaccurately interpreted.	Data from only 1 tool are presented, and results may be unclearly or inaccurately interpreted.
RTI Analysis	Clearly written and accurately reflects data provided. Thoroughly synthesizes strengths and weaknesses of all components. Supported by at least 2 APA cited references to current research.	Analysis is clearly written and accurately reflects data provided. Strengths/weaknesses are not clearly synthesized across all components. Analysis is supported by at least 1 APA cited reference to current research.	Not clearly written; does not accurately reflect data provided. Strengths/weaknesses not clearly synthesized across all components. No references to current research.
Literacy Instruction			
Activities/Groups (e.g., teacher read aloud, small group, whole class)	Quantitative and Qualitative data are presented from interviews, observations and surveys across grade levels. Types and frequency of instructional activities and grouping structures are clearly described.	Quantitative and Qualitative data are presented from interviews, observations and surveys across grade levels. Types and frequency of instructional activities and grouping structures are vaguely described.	Report does not include both Quantitative and Qualitative data. Types and frequency of instructional activities and grouping structures are vaguely described.
Reading Components	Quantitative and Qualitative data are presented. Types and	Quantitative and Qualitative data are presented from interviews,	Does not include both Quantitative and Qualitative

(e.g., Vocabulary comprehension, phonics)	**frequency of reading areas taught are clearly described.**	**observations and surveys across grade levels. Types and frequency of reading areas taught are vaguely described.**	**data. Types and frequency of reading areas taught are vaguely described.**
Writing Skills (Process, Components)	**Quantitative and Qualitative data are presented from interviews, observations and surveys across grade levels. Types and frequency of writing instruction are clearly described.**	**Quantitative and Qualitative data are presented from interviews, observations and surveys across grade levels. Types and frequency of writing instruction are vaguely described.**	**Report does not include both Quantitative and Qualitative data. Types and frequency of writing instruction are vaguely described.**
Instruction Analysis	**Clearly written and accurately reflects data provided. Thoroughly synthesizes the strengths/weaknesses of all components. Analysis is supported by at least 2 APA cited references to current research.**	**Analysis is clearly written and accurately reflects data provided. Strengths/weaknesses are not clearly synthesized across all components. Analysis is supported by at least 1 APA cited reference to current research.**	**Not clearly written; does not accurately reflect data provided. Strengths/weakness es not synthesized across all components. No references to current research.**
Instructional Materials			
Use of Materials (texts, books, workbooks, videos, websites)	**Quantitative and Qualitative data are presented. Types and frequency of use of instructional materials clearly described. Includes: type of material, genre, use/purpose.**	**Quantitative and Qualitative data are presented from interviews, observations and surveys across grade levels. Description lacks key components: type of material, genre, use/purpose.**	**Does not include both Quantitative and Qualitative data. Description lacks components: type of material, genre and use/purpose.**
Technology Resources	**Quantitative and Qualitative data are presented. Types and frequency of use of instructional technology are clearly described. Description includes type of material, genre and use/purpose.**	**Quantitative and Qualitative data are presented from interviews, observations and surveys across grade levels. Types and frequency of use of instructional technology are described. Description may lack key components: type of material, genre and use/purpose.**	**Does not include both Quantitative and Qualitative data. Types and frequency of use of instructional technology are vaguely described, Description lacks key components: type of material, genre and use/purpose.**
Materials Analysis	**Analysis is clearly written and accurately reflects data provided. Analysis thoroughly synthesizes the strengths/weaknesses of this area and is supported by at least 2**	**Analysis is clearly written and accurately reflects data provided. Strengths/weaknesses are not clearly synthesized across all components. Analysis is supported by at least 1 APA cited**	**Not clearly written; does not accurately reflect data provided. Strengths/weakness es not identified. Not supported by references to current research.**

	APA cited references to current research.	reference to current research.	
Recommendations Weighted x4			
Program Elements	**Succinct and precise summary synthesizes information from report to clearly identify areas of strength and need. Conclusions are strongly supported by evidence in the report and recommendations for refinements are supported by at least 4 research references.**	**Summary synthesizes most information from report to identify most areas of strength and need. Some conclusions are not supported by evidence in the report and recommendations for refinements are supported by less than 4 research references.**	**Synthesis of information to identify areas of strength and need is lacking. Conclusions not supported by evidence in report, recommendations are supported by less than 4 research references.**
Professional Development	**Clearly identifies areas of need for future PD. Content of PD is strongly supported by evidence in the report and formats for PD are supported by at least 4 research references from PD literature and Adult Learning Theory literature.**	**Report identifies most areas of need for future professional development. Some content of PD is not supported by evidence in the report and recommended processes/formats for PD are supported by less than 4 research references from PD literature and Adult Learning Theory literature.**	**Report does not identify need for future professional development. Many PD recommendations not supported by report or 4 research references from PD literature and Adult Learning Theory literature.**
Format/Writing Conventions			
Writing Mechanics	**Excellent scholarly writing. Organization is logical. Report is carefully written and edited, free of serious grammar, syntax, spelling and punctuation errors.**	**Organization is adequate but at times difficult to follow. Report shows some signs of editing, but needs more care to address grammar, syntax, spelling and punctuation errors.**	**Report is disorganized and difficult to follow. Report contains serious grammar, syntax, spelling and punctuation errors.**
APA Requirements	**All citations provided in body of text and reference section Accurately adheres to APA style in formatting, organization, and construction.**	**Minor errors in formatting of the citations**	**The paper does not follow APA guidelines for in text citations or references**

APPENDIX 6
LEE 254 COACHING PRESENTATION RUBRIC

LEE 254 COACHING PRESENTATION RUBRIC			
	EXCELLENT 5	FAIR 3	POOR 1
Video Content **Weight x 3**	**Video includes all 3 phases of the coaching process. Video is high quality and easy for audience to hear and view. Video is 10-15 minutes in length.**	**Video includes 2 phases of the coaching process. Video is of adequate quality for audience to hear and view. Video is 10-15 minutes in length.**	**Video includes only 1 phase of coaching process. Video is of low quality and detracts from audience engagement. Video length does not meet requirement.**
Presentation **Weight x2**	**The student presents the information clearly and displays a complete understanding of their information. Audience is effectively engaged in discussion.**	**The student presents the information fairly clearly and displays a reasonable understanding of their information. Audience is somewhat engaged in discussion.**	**The information is not clearly presented. Gaps and lack of focus demonstrate lack of preparation.**
Reflective Analysis **Weight x5**	**Presentation clearly highlights key events to share with audience. Analysis includes lessons learned about coaching and identifies critical insights about growth and future goals.**	**Presentation highlights several events to share with audience. Analysis includes lessons learned about coaching but needs elaboration about growth and future goals.**	**Presentation includes few events to share with audience. Analysis does not include lessons learned about coaching or insights about growth and future goals.**

Reading/Language Arts Program
COMPREHENSIVE EXAMINATION RUBRIC
(Rev.: 2018)

Category	4 Exemplary	3 Accomplished	2 Adequate	1 Developing	Score
Accuracy of Information	• all information reported accurately • information directly relates to topic	• most information reported correctly • information included applies to topic	• some information reported correctly • may include information that does not apply to topic	• information reported inaccurately and/or obvious gap in information reported	
Breadth of Knowledge	• uses at least 4-5 relevant sources • sources are used to make a coherent, informed argument about the topic • places the sources in meaningful conversation with each other	• uses at least 3 relevant sources • sources are used to make an informed argument about the topic • places the sources in conversation with each other	• uses at least 2 relevant sources • may include sources not relevant to topic • begins to make an informed argument about the topic	• uses at least 1 relevant source • includes sources not relevant to topic • little, if any, discernable argument made about the topic	
Application of Knowledge	• clearly links theory, research, and examples to frame issues of practice • includes multiple, meaningful examples to illustrate application of research to practice • examples are innovative in their approach	• draws on a combination of theory, research, and examples to frame issues of practice • includes multiple examples to illustrate application of research to practice	• draws on research or examples to frame issues of practice • includes at least one example to illustrate application of research to practice	• attempts to draw on research or examples to frame issues of practice; research or example may not be relevant • includes no relevant applications of research to practice	

Organization	• response is a cohesive flow of ideas with transitions and a solid opening and closing • apt, seemingly inevitable sequence of paragraphs • appropriate, clear and adequate transitions between sentences and paragraphs	• cohesive flowing narrative in terms of related ideas, meaningful transitions and an argument from beginning to end. • distinct units of thought in paragraphs, coherently arranged; some transitions between sentences and paragraphs.	• written response alludes to related ideas and argument from beginning to end • uneven paragraphs sometimes effective, but some brief, weakly unified, or undeveloped • some awkward or missing transitions.	• incoherent in terms of connecting ideas, making meaningful transitions and crafting a solid argument from beginning to end • repetitive, wanders, arbitrary or no paragraphs structure, illogical or no transitions	
Conventions	• apt and precise diction • syntactic variety • clear command of Standard English	• some mechanical difficulties • occasional problematic word choice or awkward syntax errors • occasional grammar errors • some wordiness	• occasional major grammar errors (e.g. agreement, tense) • frequent minor grammar errors (e.g. prepositions, articles) • occasional imprecise dictions • awkward syntax • wordiness	• frequent major and minor grammar problems • frequent imprecise diction • wordiness • awkward syntax • repetitive sentence patterns • problems impede meaning	
Overall Score					
Comments for exams that score below 1.0-1.99					