

CWU Student Learning Outcome Assessment Plan Preparation Form  
Department **LLSE**

Program **MA Ed. Literacy**

<b>Student Learning Outcomes (performance, knowledge, attitudes)</b>	<b>Related Program/ Departmental Goals</b>	<b>Related College Goals</b>	<b>Related University Goals</b>	<b>Method(s) of Assessment (What is the assessment?)*</b>	<b>Who Assessed (Students from what courses – population)**</b>	<b>When Assessed (term, dates) ***</b>	<b>Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)</b>
1. Candidate will describe understanding of language/literacy development and processes, while considering the research, historical, contemporary, and cultural perspectives in the field	1.Candidates will demonstrate the knowledge, skills, and dispositions to be successful as community leaders in the area of literacy	1.1 Demonstrate subject matter knowledge	Goal 1 & 2 “Maintain and strengthen an outstanding academic and student life.”	Discussion boards, reflective papers, research papers, end-of-program portfolio, final defense of project	Each candidate is assessed in through course requirements, end-of-program portfolio, and final defense of project	Each quarter in each course.  End of program for portfolio and defense of project.	Rubrics are created for the discussion board, research and reflective papers, end-of-program portfolio, and final defense of project. The course assignment rubrics are based on “exceeds the standard,” “meets the standard,” or “does not meet the standard.” The end-of-program portfolio and final defense rubrics are based on “meets the standard,” meets the standard with assistance,” or does not meet the standard.”
2. Candidates will describe understanding of the assessment, diagnosis, and evaluation process as it relates to current position. Candidates will share how this knowledge is used in monitoring and reporting of assessment data to interested parties.	1.Candidates will demonstrate the knowledge, skills, and dispositions to be successful as community leaders in the area of literacy  3. School community partners will be actively involved in activities and events related to	1.1 Demonstrate subject matter knowledge  1.11 Demonstrate a thorough understanding of professional and pedagogical knowledge and skills	Goal 1 & 2 “Maintain and strengthen an outstanding academic and student life.”	Case study, discussion boards, reflective papers, research papers, end-of-program portfolio, final defense of project	Each candidate is assessed in through course requirements, end-of-program portfolio, and final defense of project	Each quarter in each course.  End of program for portfolio and defense of project.	Rubrics are created for the discussion board, research and reflective papers, end-of-program portfolio, and final defense of project. The course assignment rubrics are based on “exceeds the standard,” “meets the standard,” or “does not meet the standard.” The end-of-program portfolio and final defense rubrics are based on “meets the standard,” meets the standard with assistance,” or does not meet the standard.”

	course content.						
3. Candidates will describe understanding of the teaching of literacy, considering the characteristics of students, the modeling and teaching of strategies, the selection of materials, and collegial support.	4.Students will become facilitators of learning in a diverse world.	1.4 Reflect dispositions expected of professional educators  1.9  Opportunities to learn from a diverse representation of faculty  1.10  Opportunities to learn with a diverse representation of candidates	Goal 6  “Promote intellectual inquiry and encourage civility, mutual respect, and cooperation.”	Case study, discussion boards, reflective papers, research papers, end-of-program portfolio, final defense of project	Each candidate is assessed in through course requirements, end-of-program portfolio, and final defense of project	Each quarter in each course.  End of program for portfolio and defense of project.	Rubrics are created for the discussion board, research and reflective papers, end-of-program portfolio, and final defense of project. The course assignment rubrics are based on “exceeds the standard,” “meets the standard,” or “does not meet the standard.” The end-of-program portfolio and final defense rubrics are based on “meets the standard,” meets the standard with assistance,” or does not meet the standard.”
4. Candidates will describe the literacy environment of the classroom, considering space, time, materials, and student considerations in this description.	1.Candidates will demonstrate the knowledge, skills, and dispositions to be successful as community leaders in the area of literacy	1.1 Demonstrate subject matter knowledge  1.11  Demonstrate a thorough understanding of professional and pedagogical knowledge and	Goal 1 & 2  “Maintain and strengthen an outstanding academic and student life.”	Discussion boards, reflective papers, research papers, end-of-program portfolio	Each candidate is assessed in through course requirements, end-of-program portfolio, and final defense of project	Each quarter in each course.  End of program for portfolio and defense of project.	Rubrics are created for the discussion board, research and reflective papers, end-of-program portfolio, and final defense of project. The course assignment rubrics are based on “exceeds the standard,” “meets the standard,” or “does not meet the standard.” The end-of-program portfolio and final defense rubrics are based on “meets the standard,” meets the standard with assistance,” or

		skills					does not meet the standard.”
5. Candidates will share goals for own professional development and how those goals will influence teaching, work with colleagues, and leadership skills.	1.Candidates will demonstrate the knowledge, skills, and dispositions to be successful as community leaders in the area of literacy  5. Students will apply communication knowledge and theory to the development of effective relationships	1.4  Reflect dispositions expected of professional educators	Goal 4  “Build mutually beneficial partnerships.”  Goal 6  “Promote intellectual inquiry and encourage civility, mutual respect, and cooperation.”	Candidates’ admission to program paperwork, discussion boards, reflective papers, end-of-program portfolio	Each candidate is assessed in through acceptance into the program, course requirements, end-of-program portfolio, and final defense of project	Admission to program.  Each quarter in each course.  End of program for portfolio and defense of project.	Acceptance into the program meets the standard for goals for professional development. Rubrics are created for the discussion board, research and reflective papers, end-of-program portfolio, and final defense of project. The course assignment rubrics are based on “exceeds the standard,” “meets the standard,” or “does not meet the standard.” The end-of-program portfolio and final defense rubrics are based on “meets the standard,” meets the standard with assistance,” or does not meet the standard.”
6. Candidates will describe own process in teaching literacy, including strategies, materials, and assessments that inform and set direction for teaching?	5. Students will apply communication knowledge and theory to the development of effective relationships	1.11  Demonstrate a thorough understanding of professional and pedagogical knowledge and skills	Goal 1 & 2  “Maintain and strengthen an outstanding academic and student life.”	Case study, discussion boards, reflective papers, research papers, end-of-program portfolio, final defense of project	Each candidate is assessed in through course requirements, end-of-program portfolio, and final defense of project	Each quarter in each course.  End of program for portfolio and defense of project.	Rubrics are created for the discussion board, research and reflective papers, end-of-program portfolio, and final defense of project. The course assignment rubrics are based on “exceeds the standard,” “meets the standard,” or “does not meet the standard.” The end-of-program portfolio and final defense rubrics are based on “meets the standard,” meets the standard with assistance,” or does not meet the standard.”

\*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

\*\*Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers – see NWCCU standard 2.B.2)

\*\*\*Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)