



Central Washington University

Degree Program Student Learning Outcome Assessment Plan
 Department: Language, Literature, and Special Education

Program: MEd.-Literacy

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/strategic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
1. Candidate will describe understanding of language/literacy development and processes, while considering the research, historical, contemporary, and cultural perspectives in the field	1.1.1 Students will achieve programmatic learning outcomes.	Discussion boards, reflective papers, research papers, final defense of project	Each candidate is assessed in through course requirements, and final defense of project	Each quarter in each course. Defense of project.	Rubrics are created for the discussion board, research and reflective papers, 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 final defense rubric is based on “meets the standard,” meets the standard with assistance,” or “does not meet the standard.” It is expected that all candidates will meet or exceed 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.	1.1.1 Students will achieve programmatic learning outcomes.	Case study, discussion boards, reflective papers, research papers, final defense of project	Each candidate is assessed in through course requirements, and final defense of project	Each quarter in each course. Defense of project.	Rubrics are created for the discussion board, research and reflective papers, 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 final defense rubric is based on “meets the standard,” meets the standard with assistance,” or “does not meet the standard.” It is expected that all candidates will meet or exceed the standard.

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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.	1.1.1 Students will achieve programmatic learning outcomes.	Case study, discussion boards, reflective papers, research papers, final defense of project	Each candidate is assessed in through course requirements, and final defense of project	Each quarter in each course. Defense of project.	Rubrics are created for the discussion board, research and reflective papers, 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 final defense rubric is based on “meets the standard,” meets the standard with assistance,” or "does not meet the standard.” t is expected that all candidates will meet or exceed the standard.
4. Candidates will describe the literacy environment of the classroom, considering space, time, materials, and student considerations in this description.	1.1.1 Students will achieve programmatic learning outcomes.	Discussion boards, reflective papers, research papers, final defense of project	Each candidate is assessed in through course requirements, and final defense of project	Each quarter in each course. Defense of project.	Rubrics are created for the discussion board, research and reflective papers, 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 final defense rubric is based on “meets the standard,” meets the standard with assistance,” or "does not meet the standard.” t is expected that all candidates will meet or exceed the standard.
5. Candidates will share goals for own professional development and how those goals will influence teaching, work with colleagues, and leadership skills.	1.1.1 Students will achieve programmatic learning outcomes.	Candidates’ admission to program paperwork, discussion boards, reflective papers,	Each candidate is assessed in through acceptance into the program, course requirements, and final defense of project	Admission to program. 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, 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 final defense rubric is based on “meets the standard,” meets the standard with assistance,” or "does not meet the standard.” t is expected that all candidates will meet or exceed the standard.

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/s-tragic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
6. Candidates will describe own process in teaching literacy, including strategies, materials, and assessments that inform and set direction for teaching.	1.1.1 Students will achieve programmatic learning outcomes.	Case study, discussion boards, reflective papers, research papers, final defense of project	Each candidate is assessed in through course requirements, and final defense of project	Each quarter in each course. Defense of project.	Rubrics are created for the discussion board, research and reflective papers, 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 final defense rubric is based on “meets the standard,” meets the standard with assistance,” or “does not meet the standard.” It is expected that all candidates will meet or exceed 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) and modality (e.g. online, face-to-face, hybrid)
 ***Timing of assessment should ideally be at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

rev. 12/14

Assessment Cycle

Analysis and Interpretation: December
 Improvement Actions: Completed by June
 Dissemination: Completed by June

Year SLOs	15-16	16-17	17-18	18-19	19-20	20-21
1	x	x	x	x	x	x
2	x	x	x	x	x	x
3	x	x	x	x	x	x
4	x	x	x	x	x	x
5	x	x	x	x	x	x
6	x	x	x	x	x	x

Assessment Oversight

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