

# **M.Ed. in Reading Education Academic Assessment Plan 2012-13**

College of Education  
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# Academic Assessment Plan for M.Ed. in Reading Education

College of Education

## A. Mission

In support of both the institutional and college mission, the aim of the Reading M.Ed program is to prepare state-certified reading specialists who are capable of assuming leadership roles in designing and implementing evidence-based, effective classroom reading assessment and instruction in K-12 settings.

## B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	The student identifies, describes, and explains best practices in Reading Education.	Students will achieve a passing score on the Florida Teacher Certification Exam (FTCE) Subject Area (Reading) test administered and scored by the Florida Department of Education.	Online and On Campus
Skills	The student organizes instruction, develops and applies appropriate reading instructional practices, and evaluates the impact of instruction on student learning.	Students will meet expectations on the Literacy Instruction Feedback Template (LIFT) instrument as evaluated by the student's Field Based Supervisor and University Based Supervisor for the reading practicum.	Online and On Campus
Professional Behavior	The student will collaborate with other professionals, reflect upon his or her own practice, and apply and ethical practices.	Students will meet expectations on the Literacy Instruction Feedback Template (LIFT) instrument as evaluated by the student's Field Based Supervisor and University Based Supervisor for the reading practicum.	Online and On Campus

## C. Research

The MEd in Reading Education is not a research degree. However, students are expected to read and discuss in their course work research-based articles that inform current pedagogical approaches and policy initiatives related to reading instruction.

## D. Assessment Timeline

Use this Assessment Timeline template for your plan. Add or delete rows and columns to accommodate your SLOs and assessments.

Program: M.Ed. in Reading Education

College: Education

Assessment	Assessment 1	Assessment 2	Assessment 3
<b>SLOs</b>			
<b>Knowledge</b>			
#1	Successful completion of reading practicum (RED 6941)	Pass Florida Teacher Certification Exam (Subject Area Exam) prior to program completion	
<b>Skills</b>			
#2	Literacy Instruction Feedback Template (RED 6941)	Pass Florida Teacher Certification Exam in Reading prior to program completion	
<b>Professional Behavior</b>			
#3	Literacy Instruction Feedback Template (RED 6941)	Pass Florida Teacher Certification Exam (Professional Education Exam) prior to program completion	

## E. Assessment Cycle

Program: M.Ed. in Reading Education

College: Education

Analysis and Interpretation:

October 1 through December 30

Program Modifications:

Completed by March 15

Dissemination:

Completed by May 15

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1		x	x	x	x	x	x
<b>Skills</b>							
#2		x	x	x	x	x	x
<b>Professional Behavior</b>							
#3		x	x	x	x	x	x

## F. Measurement Tools

Students are evaluated for mastery of SLOs through their practicum experience (RED 6941) and performance on the Florida Teacher Certification Exam (Reading Subject Area test). An example of measurement tool used in reading practicum is the Literacy Instruction Feedback Template (LIFT) (Appendix 1).

## G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
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## Appendix 1: Literacy Instruction Feedback Template (LIFT)

Points Earned	Possible Points	Case Study Component
	150 points	Part I: Literacy Assessment Report (a-c)
	25 points	(a) Background information. Basic relevant information about student and summary of previous scores are provided, but no specific scores are needed here. Info is written in professional, non-judgmental manner.
	75 points	(b) Assessment Results: Brief explanation of each assessment given, including its purpose and the reason for using it. Results for each assessment should be clearly presented, preferably in tables, and briefly explained. QRI highest instructional level should be clearly stated. TOWRE and Peabody results should be translated into standard scores.
	50 points	(c) Summary/Interpretation of Results. This section should summarize and synthesize the overall results of all the assessments given. That is, what do the results of these assessments mean for this student's reading future? Be sure to highlight strengths as well as weaknesses.
	150 points	Part II: Tutoring Project (d-g)
	50 points	(d) Progress Summary. This will appear as a section of your assessment report, not in a separate tab. This section should include a description of your intervention and an overall summary of your student's progress during the intervention. It should also include a presentation of results from daily progress monitoring assessments.
	50 points	(e) Recommendations. This will appear as the last section of your assessment report, not in a separate tab. Two sets of clearly written recommendations – one for parents and one for teachers. Be sure to be specific and professional in your recommendations. Include links to any websites cited.
	25 points	(f) Session Notes. Notes from each tutoring session indicating activities completed, observations of your student's strategy use, issues during the sessions, adjustments made.
	25 points	(g) Writing Analysis. A selection of writing samples should be presented here, along with an analysis of the samples and an explanation of your student's writing progress. You should include a brief analysis within your assessment report.

Binder Dividers: Assessment report, session notes, writing analysis, test protocols, appendix

## Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
<b>Measurement Tools</b>	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
<b>Assessment Oversight</b>	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				