

ISEE (ADC) GELO Assessment Data

ISEE GE Learning Outcome:

Outcome 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

Outcome Measure:

EDU410 Signature Assessment (each year)

Criteria for Success (if applicable):

Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low).

Aligned with DQP Learning Areas (circle one or more):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

| | Target: Average Score for the Group is 3.0 or higher | | | |
|-------------------------------------|--|------|--|--|
| | 2015 | 2016 | | |
| Outcome 1c: Information Literacy | 3.95 | 3.32 | | |

Conclusions Drawn from Data:


Target is met. We attribute the high individual and averaged scores to our course sequence which calls for this course to follow the more foundational courses in our program, EDU302, 404 and 306. We will continue these same practices in the 2017-18 year. We also we had a calibration activity with all full-time and adjunct faculty who score these assessments across both regional centers to further clarify the criteria for each score level, perhaps resulting in more accurate scores this year.

Changes to be Made Based on Data:

In order to be sure we are not experiencing inflated scoring year to year, we will continue to have a calibration activity with all full-time and adjunct faculty who score these assessments across both regional centers to further clarify the criteria for each score level. Also, we will increase our focus with students on critical analysis of information related to teaching strategies and learning about students, a critical skill for correctly matching student need and teaching pedagogy. Enhanced emphasis in this area should have a positive difference in the overall average for all credential candidate populations.

Rubric Used

EDU410 Teaching Reading (Revised 8.9.2011)

created with  taskstream

| | value: 1.00 | value: 2.00 | value: 3.00 | value: 4.00 | Score/Level |
|---|---|--|---|--|-------------|
| Data collection through anecdotal observation and conferences with students | Inappropriate, irrelevant, inaccurate or missing anecdotal evidence | Minimal, limited, cursory, inconsistent, ambiguous or weakly connected anecdotal evidence | Appropriate, relevant, accurate and connected anecdotal evidence | Detailed, appropriate, relevant, accurate, clear, and purposefully connected anecdotal evidence | |
| Data collection to determine language abilities or special needs | Inappropriate, irrelevant, inaccurate or missing data to determine language abilities or special needs | Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to determine language abilities or special needs | Appropriate, relevant, accurate and connected data to determine language abilities or special needs | Detailed, appropriate, relevant, accurate, clear, and purposefully connected data to determine language abilities or special needs | |
| Data collection through the administration of literacy assessments | Inappropriate, irrelevant, inaccurate or missing student work samples | Minimal, limited, cursory, inconsistent, ambiguous or weakly connected student work samples | Appropriate, relevant, accurate and connected student work samples | Detailed, appropriate, relevant, accurate and clearly connected student work samples | |
| Reflection on student strengths and areas for growth | Inappropriate, irrelevant, inaccurate and missing data to connect to student strengths and areas for growth | Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to student strengths and areas for growth | Appropriate, relevant, accurate and connected data to student strengths and areas for growth | Detailed, appropriate, relevant, accurate and clearly connected data to student strengths and areas for growth | |
| Setting of learning goals or next steps for student growth | Inappropriate, irrelevant, inaccurate and missing learning goals or next steps for student growth | Minimal, limited, cursory, inconsistent, ambiguous or weakly connected learning goals or next steps for student growth | Appropriate, relevant, accurate and connected learning goals or next steps for student growth | Detailed, appropriate, relevant, accurate and clearly connected learning goals or next steps for student growth | |