

**READING AND LITERACY ADDED AUTHORIZATION**  
**Multiple Year Assessment Plan**  
**Summer 2014**

The California Commission of Teacher Credentialing (CTC), American Association of Colleges for Teacher Education (AACTE), National Council of Accreditation for Teacher Education (NCATE) and the Council of Accreditation for Educator Preparation (CAEP) requires universities offering credentials to annually undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive seven year program improvement cycle and accreditation cycle provide the structure for ongoing, in depth, internal and external review process.

The following table lists the activities of these combined accreditation cycles. All data collected through Taskstream are disaggregated by program and regional center, and ultimately leads to the development of the required organization and program assessments and reports. Based upon the findings of these studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations.

<b>Academic Year</b>	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Cycle Year</b>	1	2	3	4	5	6	7
<b>General Accreditation Activities for Education Accreditation Organizations</b>	Program Data Collection  SOE Analysis & recommend revised practices	Program Data Collection  Implement revised practices	Program Data Collection  SOE Analysis & recommend revised practices	Program Data Collection  Implement revised practices	Program Data Collection  SOE Analysis & recommend revised practices	Program Data Collection  Implement revised practices  VISIT: CTC CAEP NCATE	Program Data Collection  CTC & NCATE FOLLOW UP AS NEEDED
<b>Due to CTC</b>	Biennial Report		Biennial Report		Biennial Report		
<b>Due to AACTE</b>	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report
<b>Due to NCATE/ CAEP</b>	CAEP Report	CAEP Report	CAEP Report	CAEP Report	CAEP Report  CAEP 6 yr. Institutional Report	CAEP Report	CAEP Report

**Methods of Assessment and Criteria for Success**

For each year of the assessment cycle, data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. These assessment measures are aligned with the Mission and Vision of the University as well as with the respective CTC standards. (Please see Candidate Learning Outcomes and Curriculum Maps for this alignment.) Using TaskStream as the primary data storage system, the program collects ongoing data from these assessments to gauge candidates' progress throughout their course of study and ensure

CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. The key assessments for this program and supporting rubrics are listed below. All candidates are expected to be at the “proficient level of performance with a score of “3” or above in each rubric criteria. Following these tables, are the accompanying rubrics.

**Direct Measures:**

<b>Evaluation Instrument</b>	<b>Description</b>	<b>CTC Standards Assessed</b>
GED 628 Signature Assignment	Using Technology to Support Student Learning	RLAA Standards 3,5,7,8,9,10
GED 696 Signature Assignment	Advanced Research-Based Literacy Instruction for All Students	RLAA Standards , 2.5 , 3.1, 3.2 a-f, 3.6, 4.1- 4.3, 5.A, 5.A1- 5.A4, 5B1-5B3
GED 697 Signature Assignment	Advanced Literacy Assessment, Instruction and Intervention for All Students	RLAA Standards 1.2, 2.4-2.5, 3.1, 3.2a-g, 3.3-3.7, 4.1-4.5, 5.A1-5.A4, 5B1-2
GED 689P Written Signature Assignment	Written Presentation - Masters Research Project	CSTP 6.1-6.3
GED 689P Oral Signature Assignment	Oral Presentation - Masters Research Project	CSTP 6.1-6.3

**Indirect Measures:**

<b>Evaluation Instrument</b>	<b>Description</b>	<b>Use</b>
Exit Survey	Form-based Author Responses	Feedback used for quality assurance and Program improvement
Disposition Assessment	Form-based Author Responses	Monitor candidates’ development of professional dispositions

**Key Assessment Rubrics:**

**GED 628 Signature Assignment Rubric**

	<b>Far Below Standard</b>	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>	<b>Score/Level</b>
Content and Technology Standards	No evidence of integration of CA Standards with Technology Standards for the appropriate grade	Some evidence of integration of CA Standards with Technology Standards for the appropriate grade	Adequate evidence of integration of CA Standards with Technology Standards for the appropriate grade	Clear evidence of integration of CA Standards with Technology Standards for the appropriate grade	
Assessment Data	No assessment data provided	Data not correlated to identified standards	Included adequate data to measure student mastery of lesson standards	Included relevant data to measure student mastery of lesson standards	
Technology	No hardware and/or software incorporated	Hardware and/or software not appropriate for lesson delivery	Included adequate hardware and/or software tools to deliver the lesson	Included relevant hardware and/or software tools to deliver the lesson	
Internet Resources	No internet resources incorporated	Internet resources not appropriate with identified standards	Included adequate internet resources to develop or deliver the lesson	Included relevant internet resources to develop or deliver the lesson	
Differentiation	Lesson plan does not identify strategies for differentiation	Differentiation is not consistent with identified standards	Lesson plan adequately identifies strategies for differentiation connected to identified standards	Lesson clearly and consistently identifies relevant strategies for differentiation connected to identified standards	

## GED 692 Signature Assignment Rubric

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Strategy Demonstration Plan	Strategy Demonstration Plan contains an incomplete Strategy Demonstration Plan template, no identified ELA standards, weak description of instructional setting, and no reflections on strengths and weaknesses of the strategy	Strategy Demonstration Plan contains a partially completed Strategy Demonstration Plan template, identified ELA standards, weak description of instructional setting, and no reflections on strengths and weaknesses of the strategy	Strategy Demonstration Plan contains a completed Strategy Demonstration Plan template, identified ELA standards, description of instructional setting, but no reflections on strengths and weaknesses of the strategy	Strategy Demonstration Plan contains a completed Strategy Demonstration Plan template, identified ELA standards, description of instructional setting, reflections on strengths and weaknesses of the strategy	
<b>Standards</b> <b>CA- PLNU/Reading Certificate (2011)</b> <b>Standard:</b> Standard 2: Developing Fluent Reading					
Literature Log	Literature Log includes titles and authors of fiction and non-fiction selections used to teach less than 10 different Reading Strategies	Literature Log includes titles and authors of fiction and non-fiction selections used to teach 10-14 different Reading Strategies	Literature Log includes titles and authors of fiction and non-fiction selections used to teach 15-17 different Reading Strategies	Literature Log includes titles and authors of fiction and non-fiction selections used to teach 18 different Reading Strategies	
<b>Standards</b> <b>CA- PLNU/Reading Certificate (2011)</b> <b>Standard:</b> Standard 9: Curriculum and Instructional Practices					
Findings, Connections and Reflections Logs	Little or no information, connections and reflections including: Incomplete or missing citation, incomplete summary of reading, 1 finding, 1 connection	Partial information, connections and reflections including: 1 citation, incomplete summary of reading, 1 finding, 1 connection between reading and	Clear information, connections and reflections including: 1 citation, completed summary of reading, 2 findings, 1 connection between reading and	Clear and detailed information, connections and reflections including: 1 citation, completed summary of reading, 2 findings,	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
	between reading and teaching practice , and missing reflection	teaching practice, and incomplete reflection	teaching practice, and reflection	2 connections between reading and teaching practice, and reflection	
	<b>Standards</b> <b>CA- PLNU/Reading Certificate (2011)</b> <b>Standard:</b> Standard 8: Application of Research-Based and Theoretical Foundations				
Sharing of a Reading Strategy	Little or no information provided on the Reading Strategy with no samples, examples or handouts for explanation	Partial information provided on the Reading Strategy with minimal samples, examples or handouts for explanation	Clear information provided on the Reading Strategy including samples, examples or handouts for explanation	Clear and detailed information provided on the Reading Strategy including samples, examples or handouts for explanation	
	<b>Standards</b> <b>CA- PLNU/Reading Certificate (2011)</b> <b>Standard:</b> Standard 3: Comprehension and Study Strategies				

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Diagnostic Folders	Diagnostic Folders are incomplete with ONE student & include: Assessment data Student work Progress notes Anecdotal records Conferences/interviews with each student with identification of the significance of that piece of evidence	Diagnostic Folders are partially completed with TWO students & include: Assessment data Student work Progress notes Anecdotal records Conferences/interviews with each student with identification of the significance of that piece of evidence	Diagnostic Folders are completed with THREE students & include: Assessment data Student work Progress notes Anecdotal records Conferences/interviews with each student with identification of the significance of that piece of evidence	Diagnostic Folders are completed with FOUR students & include: Assessment data Student work Progress notes Anecdotal records Conferences/interviews with each student with identification of the significance of that piece of evidence	
<b>Standards</b> <b>CA- PLNU/Reading Certificate (2011)</b> <b>Standard:</b> Standard 5: Intervention Strategies at Early and Intermediate Reading Levels					
Thumbnail Sketches	Thumbnail Sketches are incomplete with a summary chart including Name, Strengths, Needs, Needed/Missing information for ONE students	Thumbnail Sketches are partially completed with a summary chart including Name, Strengths, Needs, Needed/Missing information for TWO students	Thumbnail Sketches are mostly complete with a summary chart including Name, Strengths, Needs, Needed/Missing information for THREE students	Thumbnail Sketches are complete and detailed with a summary chart including Name, Strengths, Needs, Needed/Missing information for FOUR students	
<b>Standards</b> <b>CA- PLNU/Reading Certificate (2011)</b> <b>Standard:</b> Standard 4: Planning and Delivery of Reading Instruction Based on Assessment					
Outline of Proposed Intervention Work for Action Research	Little or no information containing answers to 5 or fewer questions noted in the syllabus	Partial information containing answers to 6-7 questions noted in the syllabus	Clear information containing answers to all 8-11 questions noted in the syllabus	Clear and detailed information containing answers to all 12 questions noted in the syllabus	
<b>Standards</b> <b>CA- PLNU/Reading Certificate (2011)</b> <b>Standard:</b> Standard 11: Assessment, Evaluation, and Instruction					

Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
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<http://www.taskstream.com/GED 694 Signature Assignment Rubric>

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Findings, Connections and Reflections Log	Little or no information, connections and reflections including: Incomplete or missing citation, incomplete summary of reading, 1 finding, 1 connection between reading and teaching practice , and missing reflection	Partial information, connections and reflections including: 1 citation, incomplete summary of reading, 1 finding, 1 connection between reading and teaching practice, and incomplete reflection	Clear information, connections and reflections including: 1 citation, completed summary of reading, 2 findings, 1 connection between reading and teaching practice, and reflection	Clear and detailed information, connections and reflections including: 1 citation, completed summary of reading, 2 findings, 2 connections between reading and teaching practice, and reflection	
<b>Standards</b> <b>CA- PLNU/Reading Certificate (2011)</b> <b>Standard:</b> Standard 8: Application of Research-Based and Theoretical Foundations					
<i>No criterion label specified</i>	Little or no information provided on the administration and analysis of the Fluency Assessments: 1 or no Assessments 1 Student Missing Analysis and teaching target	Partial information provided on the administration and analysis of the Fluency Assessments: 1 Assessments 1 Students 1 Analysis w/ one teaching target	Clear information provided on the administration and analysis of the Fluency Assessments: 1-2 Assessments 1-2 Students 1 Analysis w/ one teaching target	Clear and detailed information provided on the administration and analysis of the Fluency Assessments: 2 Assessments 2 Students 2 Analysis w/ one teaching target & data summary	
<b>Standards</b> <b>CA- PLNU/Reading Certificate (2011)</b> <b>Standard:</b> Standard 11: Assessment, Evaluation, and Instruction					
Fluency Action Plans	Fluency Action Plans are incomplete:	Fluency Action Plans are partially complete:	Fluency Action Plans are mostly complete:	Fluency Action Plans are complete for	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
	1 Student Missing Action Plan Unclear explanation	1 Student 1 Action Partial Explanation	2 Students 1 Action w/ clear explanation & intervention	2 Students 2 Actions w/ detailed explanation & intervention	
	<b>Standards</b> <b>CA- PLNU/Reading Certificate (2011)</b> <b>Standard:</b> Standard 4: Planning and Delivery of Reading Instruction Based on Assessment				

<http://www.taskstream.com/>GED 698 Signature Assignment Rubric

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Introduction	Introduction provides little or no information related to the instructional context for action research, a brief description of four struggling readers and answers to questions concerning challenges and struggles as stated in the Signature Assignment	Introduction provides partial information related to the instructional context for action research, a brief description of four struggling readers and answers to questions concerning challenges and struggles as stated in the Signature Assignment	Introduction provides clear information including the instructional context for action research, a brief description of four struggling readers and answers to questions concerning challenges and struggles as stated in the Signature Assignment	Introduction provides clear and detailed information including the instructional context for action research, a brief description of four struggling readers and answers to questions concerning challenges and struggles as stated in the Signature Assignment	
	<b>Standards</b> <b>CA- PLNU/Reading Certificate (2011)</b> <b>Standard:</b> Standard 7: Application and Reinforcement Through Field Experiences				
Design and Methodology	Little or no description of 5 or less intervention sessions answering the 7 questions from the Signature Assignment	Partial description of 6-8 intervention sessions answering the 7 questions from the Signature Assignment	Clear description of 9-11 intervention sessions answering the 7 questions from the Signature Assignment	Clear and detailed description of 12 intervention sessions answering the 7 questions from the Signature Assignment	
	<b>Standards</b>				



	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
	<b>CA- PLNU/Reading Certificate (2011)</b> <b>Standard:</b> Standard 4: Planning and Delivery of Reading Instruction Based on Assessment				
Results/Reflections	Little or no reflection on the implemented intervention providing personal reaction, possible changes, or implications for your teaching practice	Partial reflection on the implemented intervention providing personal reaction, possible changes, or implications for your teaching practice	Clear reflection on the implemented intervention providing personal reaction, possible changes, and implications for your teaching practice	Clear and detailed reflection on the implemented intervention providing personal reaction, possible changes, and implications for your teaching practice	
	<b>Standards</b> <b>CA- PLNU/Reading Certificate (2011)</b> <b>Standard:</b> Standard 9: Curriculum and Instructional Practices				
Appendix/Evidence	Appendix is incomplete containing 5 or less artifacts that include data and materials useful in interpreting the action research with identifying summaries	Appendix is partially complete containing 6-8 artifacts that include data and materials useful in interpreting the action research with identifying summaries	Appendix is mostly complete containing 9-11 artifacts that include data and materials useful in interpreting the action research with identifying summaries Appendix is complete containing at least 12 artifacts that include data and materials useful in interpreting the action research with identifying summaries 20%	Appendix is complete containing at least 12 artifacts that include data and materials useful in interpreting the action research with identifying summaries	
	<b>Standards</b> <b>CA- PLNU/Reading Certificate (2011)</b> <b>Standard:</b> Standard 11: Assessment, Evaluation, and Instruction				

<p><b>1. Dignity &amp; Honor:</b> The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service.</p>	<p>Demonstrates indicator infrequently if at all.</p>	<p>Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.</p>	<p>Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p>	<p>Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed</p>	
<p><b>2. Honesty &amp; Integrity:</b> The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.</p>	<p>Demonstrates indicator infrequently if at all.</p>	<p>Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.</p>	<p>Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p>	<p>Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed</p>	
<p><b>3. Caring, Patience, and Respect:</b> The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.</p>	<p>Demonstrates indicator infrequently if at all.</p>	<p>Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.</p>	<p>Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p>	<p>Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed</p>	
<p><b>4. Spirit of Collaboration, Flexibility and Humility:</b> The candidate actively participates in and contributes to the achievement of the learning community, explaining own thought process with humility and considers those of others with a positive, open-minded attitude.</p>	<p>Demonstrates indicator infrequently if at all.</p>	<p>Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.</p>	<p>Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p>	<p>Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed</p>	
<p><b>5. Harmony in Learning Community:</b> The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community.</p>	<p>Demonstrates indicator infrequently if at all.</p>	<p>Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.</p>	<p>Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p>	<p>Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed</p>	
<p><b>6. Self-Awareness/Calling:</b> The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to</p>	<p>Demonstrates indicator infrequently if at all.</p>	<p>Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.</p>	<p>Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p>	<p>Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed</p>	

empower every student to fulfill his or her full potential.					
<p>7. Perseverance with Challenge: The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.</p>	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	
<p>8. Diligence in Work Habits &amp; Responsibility for Learning: The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback.</p>	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	