

**Minnesota State University Moorhead
Assessment Plan Cover Sheet**

Note: All programs will complete this form as part of their biennial assessment report.

Degree Program: Reading

Department: Elementary and Early Childhood Education

College: Education and Human Services

Is this a new assessment plan or a revision of an existing plan? New Revision

1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members

Beth Anderson

2. List of All Student Learning Outcomes. (List and number all outcomes, placing an asterisk (*) by the outcomes you are assessing this year.)

Literacy: Students who graduate with an M.S. in Reading will

- *A. know literacy research and theory
- *B. know cultural dimensions of literacy
- C. understand theories and beliefs about reading, instruction, and assessment
- D. organize and advance reading programs

Literature: Students who graduate with an M.S. in Reading will

- A. know a significant body of literature for children and young adults, including literature in many genres and from a diversity of cultures
- B. apply several critical and theoretical approaches to an interpretation of literature for children and young adults
- C. apply strategies for reading literature
- D. know techniques that film uses to tell a story
- E. design units that focus on the teaching of literature as a discipline

3. Explain how the student learning outcomes are appropriate to department or program goals, as identified in your most recent Quality Improvement Plan.

4. Signatures

Department Chair or Program Director

Dean or Director

Required Attachments:

1. Assessment Planning Forms
2. Records of department meetings when Assessment Plan was discussed and approved.

For SLOAC Use:

SLOAC Hearing Date:
Rejected

SLOAC Decision: Approved

Suggestions to Department (see attached)

**Minnesota State University Moorhead
Assessment Planning Form**

Instructions: Complete and print a copy of this page for each student learning outcome being assessed during the following two year period.

Academic Program: Reading

1. Identify Student Learning Outcome in the box below:

Knows Literacy Research and Theory

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome addressed in the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

EECE 601 Introduction to Literacy Studies
EECE 612 Literacy and Society
EECE 612R Literacy and Society Readings and Research
EECE 613 Literacy Instruction and Assessment: A Historical Perspective
EECE 614 Literacy in the Content Areas
EECE 645 Development Diagnosis of and Instruction in Literacy

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically plan.)

Comprehensive exam results
Oral presentations
Written essays

5. Who is assessed? When are they assessed?

For all candidates in the Reading Master's program, formative assessment occurs in individual courses through oral presentations and written essays. Summative evaluation occurs during the comprehensive exam taken at the end of core courses.

6. Who is responsible in the department for this assessment?

The Coordinator of the program and the thesis/project committee members evaluate using a 5-point rating scale.

7. What is level of student performance is expected for this outcome?

Students must score an average of 3 on a 5-point scale in order to pass the comprehensive exam.

**Minnesota State University Moorhead
Assessment Planning Form**

Instructions: Complete and print a copy of this page for each student learning outcome being assessed during the following two year period.

Academic Program: Reading

1. Identify Student Learning Outcome in the box below:

Knows Cultural Dimensions of Literacy

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome addressed in the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

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Student: _____

Evaluator: _____

REVIEW OF READING COMPREHENSIVE EXAMS

Please evaluate each of the responses contained in this packet using the criteria outlined below. Return to the EECE Department Secretary within five days.

RATING SCALE:

- | | |
|------------------------------------|--|
| 5 (excellent): | The question was answered completely and in sufficient detail. The response was well-written, well-conceptualized, and well-organized. |
| 4 (very good): | The question was answered completely, but lacked sufficient detail. OR writing, conceptualization, or organization could have been better. |
| 3 (satisfactory): | The question was answered, but not completely or in sufficient detail. OR writing, conceptualization, or organization was mediocre. |
| 2 (needs substantial improvement): | The question wasn't answered satisfactorily OR writing, conceptualization, and organization was inept. |
| 1 (unacceptable): | The question wasn't answered satisfactorily AND writing, conceptualization, and organization was inept. |

Circle the appropriate rating for each response and provide a statement indicating why you judged the response as you did.

Part I: Question 1

5 4 3 2 1

Comments:

Part I: Question 2

5 4 3 2 1

Comments:

Part II:

5 4 3 2 1

Comments:

Part III:

5 4 3 2 1

Comments:

Signature of evaluator

