



Education | 2013-2014 Assessment Report

Foundations of Reading Exam

1. Please give a brief overview of the data you collected. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. In short, it doesn't matter how you submit your findings.

We targeted preservice teacher performance on the required Foundations of Reading exam (FOR) (mandated Jan. 31st, 2014). We analyzed the test scores of all spring 2014 student teaching candidates in our major, along with a number of other preservice teachers planning on student teaching in fall 2014. Students took this exam at three points in mid May 2014, and we received our institution's scores on June 14th, 2014. Please see attached spread sheet for student data.

2. How will you use what you've learned from the data that was collected? Some examples are: a change in assessment plan for the following year because you want to drill down deeper to find more or better information, faculty will discuss the data to decide what to do with it, curricular changes, faculty development, etc.

We will use the data from FOR to track performance in sub areas, and make curricular and course content adjustments, revisions, etc. in targeted courses to assure student success—EDUC 307, 309, and EDUC 421. As a program, we were quite pleased with our preservice teachers' performance this spring 2014. 83% mastery with an overall mean test score of 245.2 (with 240 being the required passing score). A sub-committee of reading specialists, along with education faculty, will discuss this data in greater detail over the summer, and make programmatic recommendations.

Education Assessment Plan

1. Which outcome will you assess?

As a teacher preparation program approved and monitored by Wisconsin's Department of Public Instruction, we are, by law, required to assess each of our ten standards every semester.

2. Which technique will you use to assess this outcome?

Each course and field-based learning experience has multiple formative and summative assessments. Each is also tied closely to several standards, with close and well-designed articulation to assure competency.

Culminating required assessments include: 1) successful performance in all courses and supervised field practicum experiences, including all course based assessments; 2) successful completion of an electronic portfolio that demonstrates competency in the knowledge, skills and dispositions mandated by the DPI, with multiple assessment points and multiple evaluators; 3) successful performance on the Praxis II

exam; 4) successful performance on Pearson's Foundation of Reading exam; 4) successful completion of a semester long student teaching experience, with triangulated performance assessments with multiple evaluators. In addition, beginning in fall 2015, all graduates will be required, by law, to successfully pass a video-based performance assessment called the edTPA, with comprehensive formative and summative measures measured by external evaluators.

3. Which course or group of students will you assess on the outcome chosen above and when?

We will target preservice teacher performance on the required Foundations of Reading exam (mandated Jan. 31st, 2014). This group will include all spring 2014 student teaching candidates in our major.