

# **ASSESSMENT REPORT FOR**

Master of Science in Education with a major in Reading (MS-Ed)  
**Instructional Degree Program**

Spring 2004  
**Assessment Period Covered**

June 1, 2004  
**Date Submitted**

## **Expanded Statement of Institutional Purpose Linkage:**

### **Institutional Mission Reference:**

Texas A&M International University, a Member of The Texas A&M University System, is committed to the preparation of students for leadership roles in their chosen profession and in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University is a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

### **College/University Goal(s) Supported:**

The mission of the College of Education at Texas A&M International University is to provide for educators a comprehensive and coherent professional development system that links all aspects of the educational profession. Through educational experiences provided by the system, educators will be prepared to provide learner-centered instructional experiences that promote excellence and equity for all students in the field.

## **Intended Educational (Student) Outcomes:**

1. Students completing the Master of Science in Education with a major in Reading will demonstrate their understanding of the principles of instruction surrounding successful reading programs.
2. Students completing the Master of Science in Education with a major in Reading will demonstrate their understanding of principles of assessment to meet the needs of diverse learners in successful reading programs.
3. Students completing the Master of Science in Education with a major in Reading will demonstrate their understanding of principles of leadership necessary for developing successful reading programs

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***NOTE: There should be one form for each intended outcome listed. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.***

  1.    Students completing the Master of Science in Education with a major in Reading will demonstrate their understanding of the principles of instruction surrounding successful reading programs.

## **First Means of Assessment for Outcome Identified Above:**

### **1 a. Means of Program Assessment & Criteria for Success:**

During their Oral Comprehensive Examination, students seeking the Master of Science in Education with a major in Reading will demonstrate their understanding of principles of instruction surrounding successful reading programs by responding to questions asked by three faculty members regarding the following topics, with a score of at least 2 out of 3 on a rubric: (1) components of literacy that help to facilitate instruction; (2) resources designed to facilitate reading instruction; and (3) procedures designed to facilitate reading instruction.

### **1 a. Summary of Assessment Data Collected:**

No data can be reported, since no graduates completed a Master of Science in Education Degree with a major in Reading during the Spring 2004 term.

### **1 a. Use of Results to Improve Instructional Program:**

Not applicable, since no one completed this program in the Spring 2004 term.

## **Second Means of Assessment for Outcome Identified Above:**

### **1 b. Means of Program Assessment & Criteria for Success:**

During their thesis or Professional Paper defense, students seeking the Master of Science in Education with a major in Reading will demonstrate their understanding of principles of instruction surrounding successful reading programs by explaining how relevant principles have been incorporated into their thesis or professional paper. Students will be expected to achieve a score of at least 3 out of 4 on a rubric. Aspects to be addressed include: (1) Introduction (including statement of purpose, research problem, research question(s), significance of study); (2) Discussion of relevant research reviewed; (3) Methodology and results (thesis only); (4) Conclusions reached , accompanied by appropriate rationale; and (5) Limitations and recommendations.

**\_\_1\_\_b. Summary of Assessment Data Collected:**

No data can be reported, since no graduates completed a Master of Science in Education Degree with a major in Reading during the Spring 2004 term.

**\_\_1\_\_b. Use of Results to Improve Instructional Program:**

Because no one completed this program in the Spring 2004 term, the program faculty can make no recommendations at this time.

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  2  . Students completing the Master of Science in Education with a major in Reading will demonstrate their understanding of principles of assessment to meet the needs of diverse learners in successful reading programs.

## **First Means of Assessment for Outcome Identified Above:**

### **2  a. Means of Program Assessment & Criteria for Success:**

During their oral comprehensive examination, students seeking the Master of Science in Education with a major in Reading will demonstrate their understanding of principles of assessment to meet the needs of diverse learners in successful reading programs by responding to questions asked by three faculty members regarding the following topics and will achieve a score of at least 2 out of 3 on a rubric: (1) oral language; (2) phonological awareness; (3) alphabetic principle; (4) word identification; (5) reading fluency; (6) reading comprehension; (7) vocabulary; and (8) written language.

### **2  a. Summary of Assessment Data Collected:**

No data can be reported, since no graduates completed a Master of Science in Education Degree with a major in Reading during the Spring 2004 term.

### **2  a. Use of Results to Improve Instructional Program:**

Because no one completed this program in the Spring 2004 term, the program faculty can make no recommendations at this time.

## **Second Means of Assessment for Outcome Identified Above:**

### **\_\_2\_\_b. Means of Program Assessment & Criteria for Success:**

During their thesis or professional paper defense, students seeking the Master of Science in Education with a major in Reading will demonstrate the understanding of principles of assessment to meet the needs of diverse learners in successful reading programs by explaining how relevant principles have been incorporated into their thesis or professional paper. The following sections must be addressed and a score of at least 3 out of 4 achieved on the rubric: (1) Introduction (research problem or question, purpose, statement of problem, significance); (2) discussion of relevant research reviewed; (3) methodology and results (thesis only); (4) conclusions reached accompanied by appropriate rationale; and (5) limitations and recommendations.

### **\_\_2\_\_b. Summary of Assessment Data Collected:**

No data can be reported, since no graduates completed a Master of Science in Education Degree with a major in Reading during the Spring 2004 term.

### **\_\_2\_\_b. Use of Results to Improve Instructional Program:**

Not applicable, since no one completed this program in the Spring 2004 term.

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**3.** Students completing the Master of Science in Education with a major in Reading will demonstrate their understanding of principles of leadership necessary for developing successful reading programs

## **First Means of Assessment for Outcome Identified Above:**

### **\_\_3\_\_ a. Means of Program Assessment & Criteria for Success:**

During their oral comprehensive examination, students seeking the Master of Science in Education with a major in Reading will demonstrate their understanding of professional knowledge required for effective leadership in successful reading programs by responding to questions asked by three faculty members regarding the following topics and will achieve a score of at least 2 out of 3 on a rubric: (1) theoretical foundations of literacy; (2) research-based reading/literacy curriculum; and (3) collaborating and communicating with educational stakeholders.

### **\_\_3\_\_ a. Summary of Assessment Data Collected:**

No data can be reported, since no graduates completed a Master of Science in Education Degree with a major in Reading during the Spring 2004 term.

### **\_\_3\_\_ a. Use of Results to Improve Instructional Program:**

Because no one completed this program in the Spring 2004 term, the program faculty can make no recommendations at this time.

## Second Means of Assessment for Outcome Identified Above:

### 3 b. Means of Program Assessment & Criteria for Success:

During their enrollment in EDRD 5313 students seeking the Master of Science in Education with a major in Reading will demonstrate their understanding of professional knowledge required for effective leadership in successful reading programs by successfully designing and implementing a parent training session to assist parents in supporting their child's reading development as evaluated by an average score of 3 out of 4 on a Likert scale survey completed by parent participants.

### 3 b. Summary of Assessment Data Collected:

No data can be reported, since no graduates completed the Master of Science in Education Degree with a major in Reading during the Spring 2004. Furthermore, EDRD 5313 was not offered in the Spring 2004 semester.

### 3 b. Use of Results to Improve Instructional Program:

Data collected during the Fall 2003, however, indicate that the students who enrolled in EDRD 5313 successfully designed and implemented a parent training session that was very well received by the parents. On A Likert scale survey ranging from 1, Strongly Disagree to 5, Strongly Agree, parents' ratings of the training ranged from 4.94 to 5.00, with an overall average of 4.96. Insights gained will be incorporated into the parent-training component of EDRD 5313, when it is offered again in the Summer 2004 term.

## SUPPORT DOCUMENTATION

SOURCE	LOCATION/Special Instructions
TExES (Diagnostician) Summary of Results	<a href="http://www.excet.nesinc.com/prepmanuals/prepman_opener.htm">http://www.excet.nesinc.com/prepmanuals/prepman_opener.htm</a>  [Select Exam 153, Educational Diagnostician]
Portfolio Rubric	