

# **ASSESSMENT REPORT FOR**

Bachelor of Science Degree Bilingual Generalist Grades 4th - 8th (BS)  
**Instructional Degree Program**

Spring 2004  
**Assessment Period Covered**

July 5, 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 a comprehensive and coherent professional development system for educators that links all aspects of the educational profession. Through educational experiences provided by this system, educators will be prepared to provide learner-centered instructional experiences that promote excellence and equity for all students in the field.

### **Intended Administrative or Educational Support Objective:**

- 1.** Students completing the undergraduate Bilingual Education: 4-8 Generalist program will compare favorably in academic proficiency in the first and second language with students in similar programs statewide.
- 2.** Students completing the Bilingual 4-8 Generalist program will meet or exceed the expectancy level required for the state certification

exam, the Texas Examinations of Educator Standards (TExES), in the areas of language development in dual language environments/Domain I. Standard III.

**First Means of Assessment for Objective Identified Above:**

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

Students in the Bilingual 4-8 Generalist program seeking teacher certification will score 80% or better on Domain I, Standard I on the bilingual certification, TExES, used to demonstrate preparedness to teach in Texas public schools.

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

(N=2) The average score was 80% on Domain I of the TExES examination. This score meets the targeted goal. Domain I contains six (6) standards, and the data is not segregated. Only one score was obtained for all the standards.

**1a. Use of Results to Improve Unit Services:**

(1) The TExES examination, a criterion reference test, is solely written in English and is utilized as a measurement of the individual's knowledge and skills in the area of bilingual education, Domain I. Only the discourse level of language competence in the English language is assessed. Additional forms of assessments, such as performance based oral and written language proficiency in both targeted languages will be designed by the bilingual education faculty to assess the expectant level of performance. (2) A committee will be formed to act as inter-raters to assess writing performance in the Spanish language as students complete the Bilingual Ed: 4-8 Generalist program. A rubric that specifies the different levels of proficiency will be utilized to indicate the individual's level of performance.

(3) The syllabi for all the Bilingual courses will include objectives that require students to demonstrate listening, speaking, reading and writing language proficiency in two languages .

**Second Means of Assessment for Objective Identified Above:**

**1b. Means of Unit Assessment & Criteria for Success**

Students completing the undergraduate Bilingual 4-8 Generalist program will demonstrate proficiency in the first (L1) and the second language (L2) as indicated by the Bilingual Education Language Rubrics.

**1b. Summary of Assessment Data Collected:**

The rubrics inclusive of the language proficiency requirements for the College of Education for Bilingual education majors indicated the

following: The passing rate of bilingual education majors is 100% for Spanish language proficiency as measured by the Texas Oral Proficiency Test (T.O.P.T); 100% pass rate for the education students in the English language written proficiency as measured by the University Writing Assessment (UWA); 100% for the oral language proficiency in English as measured by the Speaking Proficiency of English Assessment Kit (S.P.E.A.K.); and 100% as measured by The Texas Higher Education Assessment (THEA).

**1b. Use of Results to Improve Unit Service:**

(1) The data indicates that 100% of the students graduating from the College of Education with a major in Bilingual/4-8 Generalist met the language proficiency requirements before exiting from the program. (2) The application/use of the two languages in dual language environments need to be evaluated. A measure of the bilingual program in producing truly bilingual educators that can deliver instruction in either language effectively can be assessed through actual classroom application. The public school evaluation system that also includes communication can be utilized to have a closer indication on how well students from the university have been prepared in regards to the two languages. \_

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## **Intended Administrative or Educational Support Objective:**

**2.** Students completing the Bilingual 4-8 Generalist program will meet or exceed the expectancy level required for the state certification exam, the Texas Examinations of Educator Standards (TExES), in the areas of language development in dual language environments/Domain I, Standard III.

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

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

Upon completion of the Bilingual 4-8 Generalist program, student will score 70% or better in Domain I, Standard III of the TExES state certification exam.

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

(N=2) The average score was 80% on Domain I. Domain I contains six (6) standards. The data is not segregated to indicate how well the student scored on Standard III, however of the two (2) students that were tested, the targeted goal was met.

### **2a. Use of Results to Improve Unit Services:**

(1) The data seems to indicate that the course work is adequate and should continue with the same course format and content. (2) Other Domains such as the math, social studies and science need to be included in future assessment.

**Second Means of Assessment for Objective Identified Above:**

**2b. Means of Unit Assessment & Criteria for Success**

Upon completion of the Bilingual 4-8 Generalist program, student will score 70% or better in Domain I, Standard VI of the TExES state certification exam.

**2b. Summary of Assessment Data Collected:**

(N=2) : The average score was 80% on Domain I. This score met and surpassed the targeted goal. Domain I contains six (6) standards. The data is not segregated to indicate how well the student scored on Standard VI.

**2b. Use of Results to Improve Unit Service:**

- (1)The sample size is small and the results from each of the Standards within Domain I would serve the purpose of determining areas of strength and weaknesses. However, the data seems to indicate that the course work is adequate and should continue with the same course format and content.
- (2) Other Domains such as the math, social studies and science need to be included in future assessment.

**SUPPORT DOCUMENTATION**

| <b>SOURCE</b>   | <b>LOCATION/Special Instructions</b> |
|---|--------------------------------------|
| Texas Examination of Educator Standards (TExES)<br>(Summary of Results) |                                      |
| Rubric for Spanish Competency   |                                      |
| Rubric for S.P.E.A.K  |                                      |
| Rubric for THEA   |                                      |
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