

Language Arts Assessment Spring 2008

The purpose of the Language Arts Assessment is to provide the teacher candidate an opportunity to develop a literacy-focused instructional experience. All teacher candidates at Illinois State University will successfully complete the *Language Arts Assessment*. To successfully complete the Language Arts Assessment, teacher candidates must perform at least at the “Developing” stage on the rubric. A teacher candidate may not receive an “Unacceptable” on any part of the rubric.

Overall use of conventions is evaluated for all written products posted on LiveText and is included on the Language Arts Assessment Rubric.

The Language Arts Assessment assesses teacher candidates according to the **CORE Language Arts Standards for All Teachers (ISBE)**:

1. All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
2. All teachers should model effective reading, writing, speaking, and listening, skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.
3. All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learner needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

In this language arts assessment, text refers to all types of literacy and all sources of literacy. “Text” is content specific; therefore, teacher candidates will determine and define how “text” is used in their specific content areas. Some examples include print, visuals, speeches, primary sources, plays, works of art, and performances. Literacies addressed in this PBA include reading, writing, speaking and listening.

Description of the Requirement to be Posted in LiveText

Part I. Insights into Learner(s)

The teacher candidate will assess a learner to determine his/her literacy needs. Assessment methods should be appropriately selected to demonstrate an understanding of assessment. Some ideas to be considered *when assessing learners* are: ability, knowledge of the various literacy processes, development (social, cognitive, physical), motivation, and background knowledge/experiences.

What to post in LiveText:

- A narrative introducing the learner(s), the context in which the data was gathered, the informal and/or formal assessment methods used, and results.

Part II. Insights into Text

The teacher candidate will assess a content-specific “text.” Some ideas to be considered when assessing the appropriateness of a content-specific text for a learner are: text difficulty, structure, interest of the text to the learner, author assumptions, and purpose for choosing this text.

What to post in LiveText:

- A narrative describing the text, the methods used to assess appropriateness, and the results.

Part III. Lesson Planning and Implementing

Based on the knowledge gained from the assessments of the learner(s) and the text, create and implement a plan for instruction that includes literacy strategies for supporting learners with reading, writing, speaking and listening. Some suggestions for components of lesson planning are listed below; however, the instructor may include other components specific to course content.

Possible lesson plan components:

- Content of the lesson
- Purpose/Importance of teaching the content
- Instructional resources/materials
- Objectives
- Assessment
- Feedback to Students
- Accommodations for Diversity
- Post assessment (if applicable)

While implementing the lesson plan, the teacher candidate will model effective reading, writing, listening, and speaking skills.

What to post in LiveText:

- A plan for instruction that demonstrates a link among all required components of lesson planning.

Part IV. Reflection on Teaching and Learning

After completing this literacy-focused instructional experience, the teacher candidate is required to reflect on his/her own instructional behaviors and decisions. Reflection may address such ideas as the following:

- a. What did you find to be effective and ineffective?
- b. How could the instructional strategies support/limit achieving your instructional goals?
- c. How might you improve your instruction?

d. What progress did learners achieve from pre-assessment to post-assessment? (if applicable)

What to post in LiveText:

- A reflective narrative that addresses the teacher candidate's instructional behaviors and decisions.

Language Arts Assessment Rubric

Indicators	Unacceptable	Developing	Developed	Exemplary
Part I Insights into Learners ISBE LA 1,3 IPT 2,3,8	Two components of part 1 are missing. The methods of assessment and/or analysis are inaccurate and fail to determine the needs of the learner(s).	One component of part 1 is missing. The teacher candidate demonstrates knowledge of at least two methods of assessment to determine the needs of the learner(s). Data analysis is accurate but lacks depth.	All components of part 1 are included. The teacher candidate demonstrates knowledge of assessment methods and analysis that draws on at least three factors to determine the needs of the learner(s). Data analysis is accurate and meaningful.	All components of part 1 are included and go beyond the required components. The teacher candidate demonstrates a nuanced understanding of the complexity of assessment methods and data analysis. Analysis is insightful and connected to the multiple assessment methods used.
Part II Insights into Texts ISBE LA 1,3 IPT 1	Two components of part 2 are missing. The assessment of the text demonstrates no understanding of text structures as related to a content area.	One component of part 2 is missing. The assessment of the text is limited by a developing understanding of text structures as related to a content area.	All components of part 2 are included. The assessment of the text meets minimum requirements as defined by the course instructor and demonstrates an understanding of text structures as related to a content area.	All components of part 2 are included. The assessment of the text is multifaceted and demonstrates a comprehensive understanding of text structures as related to a content area.
Part III Lesson Planning ISBE LA 1,3 IPT 2, 4,6	There is no link among the instructor required components of lesson plans. The lesson plan does not demonstrate an understanding of what learners need as they make sense of text.	There is evidence of linking some components of lesson planning, although this may not show how all components fit together. Lesson plan demonstrates some understanding of what learners need as they make sense of text.	There is a link among all instructor required components of lesson planning. Lesson plan demonstrates an understanding of what learners need as they make sense of text.	There is a clear and nuanced link that goes above and beyond the instructor required components of lesson planning. The lesson plan demonstrates a comprehensive understanding of what learners need as they make sense of text.
Part III Implementing ISBE LA 2 IPT 6,7,11	The teacher candidate's modeling of effective reading, writing, speaking, and listening, skills during direct and indirect instruction is at a level that is not conducive to student learning.	The teacher candidate inconsistently models one or more literacy skills during direct and indirect instruction but shows evidence that these skills are developing into a level appropriate for a professional educator.	The teacher candidate models effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities at a level appropriate for a professional educator.	The teacher candidate consistently models highly effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities at a level appropriate for an experienced professional educator.
Part IV Reflection IPT 10	The reflection suggests an unwillingness or inability to discuss the ways in which the instructional experience impacts literacy instruction in a context.	The reflection demonstrates a developing understanding of the instructional experience and the impact of literacy instruction in a context. The teacher	The reflection offers a discussion focusing on more than one aspect of the lesson, although not the complete instructional experience and the impact	The reflection offers a well-developed, thoughtful, even insightful discussion of the complete instructional experience and the impact of literacy

	There is little evidence that the author is a reflective practitioner willing and able to identify ways in which experiences will affect future teaching and learning.	candidate identifies at least one area of concern within the lesson and a way to modify that instruction in the future.	of the literacy instruction in a context. Evidence demonstrates that the author is a reflective practitioner willing and able to identify ways in which experiences will affect future teaching and learning.	instruction in a context. The reflection demonstrates that the author is becoming a reflective practitioner willing and able to identify ways in which experiences will affect future teaching and learning.
Use of Conventions ISBE LA 2 IPTTS 7,11	Final written products display errors that compromise the effectiveness of the writing. The writing is not at an appropriate level for a professional educator.	Final written products display errors that detract from the effectiveness but shows evidence that writing skills are developing toward a level of appropriateness for a professional educator.	Final written products contain errors that do not detract from the reader's understanding, and continue to demonstrate writing at a level appropriate for a professional educator.	Final written products are free of errors and demonstrate writing at a level appropriate for an experienced professional educator.