1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)

   Curriculum and Teaching Early Childhood Education Internship  CTEC 4920

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:

   62 enrolled and 62 assessed.

3. Assessment Method(s): Explain how assessment for this SLO - not grading for the course as a whole was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method.)

   Students were assessed during their final semester while in their internship placement. During the semester long internship, students are required to construct and deliver instruction in an assigned (kindergarten-3rd grade) classroom, and conduct and participate in professional meetings with principals, classroom teachers, university supervisors, and often with parents. Given the diversity of learners in the classroom, interns are challenged to meet the needs of every student they teach.

4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:

   The assessment relating to the Comprehensive rubric SLO7 is the Classroom Observation Instrument, which serves as the assessment that evaluates oral communication competencies.

   Attachment File Name:   CTEC Data Brief from SLO 7 2012 13 Assessment.pdf

5. Based on the comprehensive rubric for the appropriate SLO7, indicate the extent of competency of the average student who has completed this course:

   advanced ability

6. Findings: (what add assessment data tell you about student proficiency in this outcome?)

   The majority of the students (94% in the fall and 100% in the spring) were either competent or exemplary on the following SLO7 competencies as measured by the Classroom Observation Instrument, item AII: Speaks Clearly/Correctly; Uses formal English (only exception is in discussion of varieties of speech); Uses correct pronunciation; Speaks fluently - varies speech, volume, & pitch according to purpose of communication; Organizes presentation; Uses appropriately challenging vocabulary & clarifies for meaning. Additionally, the majority of the students (94% in the fall and 98% in the spring) were either competent of exemplary on the following SLO7 competencies as measured by the Classroom Observation Instrument, item BI: Gives Clear Directions; Gives concise directions; Presents in logical sequence; Presents in easy to follow form; Provides examples; Identifies task steps.

7. How did you (or will you) use the findings for improvement? (What questions /issues/concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this

   Anticipating that the SLO7 assessment would be done during the students last semester in the program (internship), faculty have purposely developed course and field based assignments that address each of the
components of the comprehensive rubric for SLO7. Therefore, our students have had multiple opportunities to develop their skills prior to the formal assessment.

8. Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)

Our faculty developed the rubric to align with the standards for the National Association for the Education of Young Children, and find that it is a reliable instrument. We are in the process of assessing its reliability and validity among supervisors. As we support and assess the current process.

9. Committee Comments