1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)
   Curriculum and Teaching Elementary Education Internship  CTEE 4920/6

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:
   75 enrolled and 75 assessed for SLO 7

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 in their internship placement. During the semester long internship, students are required to construct and deliver instruction in an elementary classroom, 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 ALL students.

4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:
   Assessment occurs holistically during internship (final semester) using the Comprehensive rubric SLO7 with the Classroom Observation Instrument serving as the artifact that relates to oral communication competencies.

   Attachment FileName:  Data Brief from SLO 7 2012 13 Assessment.docx

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?)
   Our students excel in their skills in the following during internship: (a) planning and delivering instruction to elementary students, (b) communicating effectively with peers, instructors, and supervising classroom teachers, and (c) addressing classroom challenges when meeting the needs of all learners through communication.

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 believe the rubric is a reliable instrument and support the current process.
9. Committee Comments