

**Master of Education in Reading Results  
2014-2015**

Outcome	Assessment Method	Criterion	Result 2014-2015	Result Type 2014-2015
<p>Standard 1: Foundational Knowledge - Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</p>	<p>Comprehensive Exam/E-portfolio</p>	<p>90% of the students will achieve an overall rating of 1 or better (equivalent of "C") on the comprehensive exam/e-portfolio using an e-portfolio rubric. (Summative)</p>	<p>2014-2015: 6 students were assessed. Of the students assessed, 6 (100%) achieved an overall rating of 1 or better (equivalent of "C") on the comprehensive exam/e-portfolio using an e-portfolio rubric.</p>	<p align="center"><b>Met</b></p>
<p>Standard 1: Foundational Knowledge - Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</p>	<p>Literacy Research Synthesis Paper (READ 5301: Language, Literacy, &amp; Culture)</p>	<p>90% will meet or exceed project expectations for quality as determined by a grade of 80% or higher. (Formative)</p>	<p>2014-2015: 29 students were assessed. Of the students assessed, 29 (100%) achieved a meets expectation or higher on the Literacy Research Synthesis paper.</p>	<p align="center"><b>Met</b></p>

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Outcome	Assessment Method	Criterion	Result 2014-2015	Result Type 2014-2015
Standard 1: Foundational Knowledge - Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.	Multicultural Children's Literature Database Project (READ 5302: Issues in the Teaching of Literacy Using Children's & Adolescent Literature)	90% will meet or exceed project expectations for quality as determined by a grade of 80% or higher. (Formative)	2014-2015: 22 students were assessed. Of the students assessed, 21 (95.45%) achieved a meets expectation or higher on the Multicultural Children's Literature Database Project.	<b>Met</b>
Standard 1: Foundational Knowledge - Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.	Score on state examination	90% of the students will meet or exceed 240 on the Reading Specialist Test (TEXES #151) on first attempt. (Summative)	2014-2015: 2 students were assessed. Of the students assessed, 2 (100%) met or exceeded 240 on the Reading Specialist Test (TEXES #151) on the first attempt.	<b>Met</b>
Standard 2: Curriculum and Instruction - Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.	Integrated Literacy Unit in READ 5305	90% of students will meet or exceed project expectations for quality as determined by a grade of 80% or higher. (Formative)	2014-2015: The course was not taught; therefore, no results to report.	<b>Not Applicable</b>

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Standard 3: Assessment and Evaluation - Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.	Literacy Assessment Report (READ 5306: Literacy Assessment Practicum-Part 1)	90% will meet or exceed project expectations for quality as determined by a grade of 80% or higher. (Formative)	2014-2015: The course was not taught; therefore, no results to report.	<b>Not Applicable</b>
Standard 3: Assessment and Evaluation - Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.	Literacy Instruction (Tutoring) Report (READ 5307: Literacy Instruction Practicum-Part 2)	90% will meet or exceed project expectations for quality as determined by a grade of 80% or higher. (Formative)	2014-2015: The course was not taught; therefore, no results to report.	<b>Not Applicable</b>

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<p>Standard 4: Diversity - Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</p>	<p>Literacy Research Synthesis Paper (READ 5301: Language, Literacy, &amp; Culture)</p>	<p>90% will meet or exceed project expectations for quality as determined by a grade of 80% or higher. (Formative)</p>	<p>2014-2015: 29 students were assessed. Of the students assessed, 29 (100%) achieved a meets expectation or higher on the Literacy Research Synthesis paper.</p>	<p style="text-align: center; color: green;"><b>Met</b></p>
<p>Standard 4: Diversity - Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</p>	<p>Multicultural Children's Literature Database Project (READ 5302: Issues in the Teaching of Literacy Using Children's &amp; Adolescent Literature)</p>	<p>90% will meet or exceed project expectations for quality as determined by a grade of 80% or higher. (Formative)</p>	<p>2014-2015: 22 students were assessed. Of the students assessed, 21 (95.45%) achieved a meets expectation or higher on the Multicultural Children's Literature Database Project.</p>	<p style="text-align: center; color: green;"><b>Met</b></p>

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<p>Standard 5: Literate Environment - Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</p>	<p>Action Research Paper (READ 5308: Action Research for Literacy Educators)</p>	<p>Formative: 90% will meet or exceed project expectations for quality as determined by a grade of 80% or higher. (Formative)</p>	<p>2014-2015: 34 students were assessed. Of the students assessed, 34 (100%) achieved a meet expectation or higher on the Action Research Paper.</p>	<p align="center"><b>Met</b></p>
<p>Standard 5: Literate Environment - Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</p>	<p>Reading &amp; Writing Workshop Design &amp; Implementation Project (READ 5304: Reading &amp; Writing Workshop)</p>	<p>90% will meet or exceed project expectations for quality as determined by a grade of 80% or higher. (Formative)</p>	<p>2014-2015: 38 students were assessed. Of the students assessed, 38 (100%) achieved a meets expectation or higher in the Reading &amp; Writing Workshop Project.</p>	<p align="center"><b>Met</b></p>

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<p>Standard 6: Professional Learning and Leadership - Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</p>	<p>Candidate Exit Survey</p>	<p>90% will report being adequately prepared for their role as a classroom teacher or reading specialist. (Summative)</p>	<p>2014-2015: 8 students responded to the survey. Of the respondents, 8 (100%) reported being adequately prepared for their role as a classroom teacher or reading specialist.</p>	<p align="center"><b>Met</b></p>
<p>Standard 6: Professional Learning and Leadership - Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</p>	<p>Comprehensive Exam/E-portfolio</p>	<p>90% of the students will achieve an overall rating of 1 or better (equivalent of "C") on the comprehensive exam/e-portfolio using an e-portfolio rubric. (Summative)</p>	<p>2014-2015: 6 students were assessed. Of the students assessed, 6 (100%) achieved an overall rating of 1 or better (equivalent of "C") on the comprehensive exam/e-portfolio using an e-portfolio rubric.</p>	<p align="center"><b>Met</b></p>

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<p>Standard 6: Professional Learning and Leadership - Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</p>	<p>Professional Development Design Project (READ 5309: Foundations of Literacy Coaching)</p>	<p>Formative: 90% will meet or exceed project expectations for quality as determined by a grade of 80% or higher. (Formative)</p>	<p>2014-2015: 38 students were assessed. Of the students assessed, 38 (100%) achieved a meets expectation or higher on the Professional Development Design Project.</p>	<p align="center"><b>Met</b></p>