

Students Learning Outcome and Assessment Plan Rio Hondo College

Department/program: Social Sciences/Education (in conjunction with
Communications/Reading)

Date: April 20, 2007

Course title/number: Tutoring Reading in the Elementary School ED 120

Participating Faculty: Karleen Curlee, Marie Eckstrom, Susan Sueng

State Student Learning Outcome:

Given training in tutoring theory and the components of reading instruction, the student will be able to plan at least one tutoring session in reading at the elementary level, using pedagogically sound reading activities and appropriate tutoring strategies.

Proposed Types of Assessment to be used: (attach rubric)

After much practice in the course, students will be asked to develop a tutoring plan for hypothetical students at different stages of reading acquisition. This written plan will be evaluated by how well the ED 120 student is able to tailor a tutoring session to a specific small group of learners, yet focus on the individual strengths and weaknesses of students within the group when selecting activities and strategies. The written plan may be a stand-alone project or part of the final exam.

Collection and Evaluation Process:

Each student is evaluated on a weekly basis by the instructor and the AmeriCorps staff. If a student falls behind, s/he is counseled and provided with additional learning opportunities to catch up. If the student fails ED 120, yet wishes to continue in the AmeriCorps program, the student is encouraged to re-enroll in the course as soon as possible. By the end of the semester, ED 120 students will need an average of 70% or more in the course in order to tutor elementary children in the community through the AmeriCorps program at Rio Hondo College.

Advisory meetings are held with members of the community, mentor teachers, administrators, Rio Hondo instructors, and AmeriCorps staff to ensure that the content of ED 120 meets the needs of the elementary schools. These advisory meetings are held twice a year.

Changes being considered (if any):

Review and recommendations; scheduled completion date: Spring 2007

Rubric for Evaluation of a Student Learning Outcome

Course: Tutoring Reading in the Elementary School

SLO: Given training in tutoring theory and the components of reading instruction, the student will be able to plan at least one tutoring session in reading at the elementary school level, using pedagogically sound reading activities and appropriate tutoring strategies.

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For each performance standard described in the SLO, describe the criteria for various levels of meeting that standard. Three levels is recommended, but you may use more. Be as specific as possible, so that new instructors would understand the criteria.

Attach this to the SLO and Assessment Plan.

| Performance standard | <i>Excellent</i> | <i>Satisfactory</i> | <i>Unsatisfactory</i> |
|---|--|---|--|
| Plans pedagogically sound reading activities for at least one tutoring session in reading at the elementary school level. | Appropriately determines at least three reading activities for a tutoring session of selected learners and can thoroughly explain the rationale behind these selections. | Appropriately determines two reading activities for a tutoring session of selected learners and can, at least superficially, explain the rationale behind these selections. | Appropriately determines only one reading activity (or zero) for a tutoring session of selected learners and can provide only a weak explanation of the rationale for the selection. |

| | | | |
|---|---|--|--|
| Plans for the incorporation of appropriate tutoring strategies in a tutoring session in reading at the elementary school level. | Structures a tutoring session in reading at the elementary school level by including at least four appropriate tutoring strategies in the plan. | Structures a tutoring session in reading at the elementary school level by including two to three appropriate tutoring strategies in the plan. | Structures a tutoring session in reading at the elementary school level by including only one (or zero) appropriate tutoring strategies in the plan. |
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Worksheet on Student Learning Outcomes Rio Hondo College

Course title: Tutoring Reading in the Elementary School
ED 120_____

Department/program: Social Sciences/Education and
Communications/Reading_____

Participating Faculty: Karleen Curlee, Marie Eckstrom, and Susan Sueng

What are the primary purposes students have in taking the course?

| | Very Often | Often | Seldom |
|---|------------|-------|--------|
| Prerequisite for another course: | _____ | _____ | _____ |
| Solely for GED requirement | _____ | _____ | _____ |
| Part of a major program | _____ | _____ | _____ |
| Certificate/employer exam | _____ | _____ | _____ |
| Life skill/ lifelong learning | _____ | _____ | _____ |

Other: AmeriCorps requirement_____

| | |
|---|---|
| <p>Situation: Describe the situation or conditions for demonstrating the SLO. What tools/information are they given?</p> | <p><i>Given the following condition(s) ...</i> Given training in tutoring theory and the components of reading instruction,</p> |
| <p>Behavioral objective: What should they be able to do? Describe the activity/demonstration.</p> | <p><i>The student will ...</i> be able to plan at least one tutoring session in reading at the elementary school level,</p> |
| <p>Performance standards: How well should they do it? State the standards for the successful outcome.</p> | <p><i>To the following standard</i> using pedagogically sound reading activities and appropriate tutoring strategies.</p> |