New Writing Placement Rubric

Starting in the Fall 1 2014 term, Tom Riedmiller was made responsible to head the Writing Rubric Committee with the assistance of Jeannie Kleinhans, Lucas Plouff, Lauren Rein, and Sara Penning. The committee was to develop a new Writing Placement rubric aligned to new 2013 Writing Student Learning Outcomes. The committee was also responsible for developing some updated writing prompts because the old ones were outdated.

To conclude, the committee has successfully completed their assigned responsibilities. Lauren and Sara used their knowledge of statistics and assessment to assist Tom in creating the new rubric. Jeannie and Lucas have created new prompts that are updated and more user-friendly to students. These new developments will allow our program to continue to get better.

Reading Committee

Beginning in the Fall I 2014 term, Jaime Lyon and Emily Luttrell-Narigon, of the reading Committee, were responsible for a few different tasks. The committee first began by choosing textbooks for the levels. The committee then implemented supplemental packets for Levels 4-6. Lastly, the committee reviewed and extended outcomes for all levels.

To conclude, it was decided to continue using the Making Connections series in Levels 2-6 while Bridge would adopt Pathways: Foundations. In addition, new McGraw-Hill create books were made for Reading 7. Also, Emily continued working on supplemental packets throughout the term. Finally, overviews and syllabi were created for Levels 2-6. Outcomes and materials for classes will continue to be reviewed to determine the proper alignment with the class outcomes.

Pre-Bridge and Bridge Proposal

Jaime Lyon and Emily Luttrell-Narigon were put in charge of creating a proposal to enhance the Bridge Level. In doing so, the two evaluated what the current level entails, the outcomes, and the grading of the level.

In conclusion, the two came up with three proposals. The first is to create a Pre-Bridge level class. This would target the students at the lower levels. The second is to implement an individual grading system for each of the different skills, instead of one average exit exam. This will create a grading system much like the one used in the other level classes. The last is to add a Vocabulary/Grammar class. The
vocabulary addition would also help students with spelling. Objectives and goals for these proposals are being created. These proposals would be developed during the Spring 2015 terms and be implemented in Summer 2015.

Staff Handbook Project

Christina Tsimpides and Petra Maier were assigned to work on the Curriculum section of the Staff Handbook, which entailed adding missing curriculum guidelines to the current handbook. The two divided the Curriculum section into equal parts and each of them was responsible for writing certain sections of the curriculum guidelines. A part of their release time project was also to meet regularly with the Staff Handbook committee to provide feedback on the rest of the sections of the Staff Handbook.

CIEP Assessment Project

Starting in Summer 2014, Lauren Rein has worked on several different projects. One of her bigger projects is evaluating and making changes to CIEP Assessment. In doing so, Lauren has used many different types of research. Lauren read extensively about assessment theory, conducted a survey for teachers to give their feedback about CIEP Assessment, attended meetings with UNI faculty, and worked with UNI staff. Lauren is currently writing a document for current and future CIEP instructional staff about our assessment philosophy and guidelines on testing. To help her with this, Lauren is enrolled in an online course through the University of Arizona. She is finding her assignments in this class to help her in writing the CIEP Assessment Guidelines.

Lauren is also using her newfound knowledge about assessment theory to work with the Reading Committee, as they write new standardized exams. Another thing Lauren is working on is some data analysis. This includes analyzing graduation and dismissal rates, and Pass/Fail rates. Lastly, Lauren is working on creating an online norming training. She is working with Sara Penning and Carol Floyd to do this. Along with the norming developments, Lauren has conducted a norming session with the new Writing rubric. Lauren has plans to continue to develop these projects, so that our program continues to get better.