1. **Description of the Assessment and Its Use in the Program**

Key Licensure Assessment #6: Oral, Visual, and Written Literacy and Research Theory and Findings is designed to assess a candidate’s ability to demonstrate knowledge of the practices of oral, visual, and written literacy and to demonstrate knowledge of research theory and findings in English language arts. The assessment occurs in EDUC 566: Adolescent/Young Adult Language Arts Methodology. Class assignments and a course-related field experience that call for the demonstrations of observation, oral, visual, and written literacy and the application of teacher-researcher models of classroom inquiry are used to complete this assessment. The NCTE elements of the assessment are rated by the course instructor and the respective cooperating teacher.

To be admitted into clinical practice at Gateway 3, a candidate must complete Key Licensure Assessment #6 (Oral, Visual, and Written Literacy and Research Theory and Findings) with at least 80% of the NCTE elements on the Scoring Guide for the assessment rated at meets element and no element rated unacceptable.

2. **Description of How the Assessment Specifically Aligns with the National Council for Teachers of English (NCTE) Standards (2003)**

The following elements of the NCTE standards are evaluated through this key licensure assessment.

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td>3.2.2</td>
<td>Use writing, speaking, and observing as major forms of inquiry, reflection, and expression in their coursework and teaching.</td>
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<tr>
<td>3.2.3</td>
<td>Use composing processes in creating various forms of oral, visual, and written literacy of their own and engage students in these processes.</td>
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<tr>
<td>3.7.2</td>
<td>Use teacher-researcher models of classroom inquiry to inform their own study and teaching.</td>
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</table>

3. **Assessment Instrument**

*Guidelines for Key Licensure Assessment #6: Oral, Visual, and Written Literacy and Research Theory and Findings*

*As you complete the following, refer to the scoring guide for Key Licensure Assessment #6 to ensure that you meet all expectations for this assessment.*

**Purpose of the Assignment:** to assess your knowledge of the practices of oral, visual, and written literacy and your knowledge of research theory and findings in English language arts.

**Directions:**

1. Across the semester, you will be called upon to complete various observation, oral, visual, and written course-related assignments involving inquiry, reflection, and expression designed for the purpose of informing your study of English language arts. This portion of the assignment will be assessed by your course instructor using the Scoring Guide [Elements 3.2.2(a) and 3.2.3(a)].
2. Use teacher-researcher models of classroom inquiry during the initial stages of your EDUC 566 field experience. Use your findings to enhance the unit of instruction you developed for EDUC 566. In the submission of your unit of instruction to the course instructor, note how your final unit of instruction product was informed by your teacher-researcher findings. Provide a rationale for the edits you made to your work. This portion of the assignment will be assessed by your course instructor and cooperating teacher using the Scoring Guide [Elements 3.7.2 (a) and 3.7.2(b)].

3. As a component of the EDUC 566 field experience, teach the unit of instruction you developed in EDUC 566 that includes attention to using writing, speaking, and observing as major forms of inquiry, reflection, and expression, and the engagement of field experience students in composing processes that create various forms of oral, visual, and written literacy. This portion of the assignment will be assessed by your cooperating teacher using the Scoring Guide [Elements 3.2.2(b) and 3.2.3(b)].