

Course Assessment– Part B: Your Results & Analysis

#138

Your Email *

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Pre-College Math I & II – Melissa Bickle – Spring 2016

Part B: Your Results

Assessment was given on week 10. There were 10 questions on the assessment that were not word problems. 6 students took the assessment.

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified for each outcomes (question 3) of your Part A. *

1b. Report the percentage of students who successfully achieved each outcome that you identified in (question 3) of your Part A.

Use math to solve problems and communicate reasoning and results in order to pass the GED, enter college or training courses, or fulfill personal work or enrichment goals:

Outcome #1 *

Every student passed the assessment with 85% or better. The assessment clearly showed me which calculator skills needed re-teaching. Each student was then given one-on-one instructions on the skills they needed.

% of students who successfully achieved the outcome: *

100

Outcome #2 *

No outcome #2.

% of students who successfully achieved the outcome: *

n/a

Outcome #3 *

No outcome #3

% of students who successfully achieved the outcome: *

n/a

Analysis

Reflect on your assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

I will continue to do this assessment every term. It clearly identified skills that needed re-teaching per student. When I gave the assessment I anticipated that I would re-teach areas that the class missed as a whole-group lesson. The data showed that the skills that were missed were very broadly spread out over the 10 students and there was not one or two skills in particular that every student needed. So, instead, I went over the assessment individually with every student and re-taught each student the skills they needed, then gave them practice questions to make sure they had the skills.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? *

No change at this time.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *

No additional resources are needed.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

At first I was going to ask the students to take the test anonymously, just as a data gathering activity. But, as I gave it more thought, I wanted the assessment to be more than data. I wanted to use it to re-teach students, in small groups, or as a whole class, depending on the data.

Having the students' names on the assessments helped me give individual instruction to every student to ensure they had the necessary skills to use the calculator to their best advantage.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

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