

# Course Assessment– Part B: Your Results & Analysis

#164

Your Email \*

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## Part B: Your Results

### Directions

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

After teaching and practicing Total Physical Response commands students will write a series of commands and present them to the class. If students are able to follow the directions and perform the specific actions it will be evident that they have been understood.

Students will write a dictation each week. The instructor will write the sentences and questions using relevant words and phrases. To further check understanding students will be asked to perform the action they have written.

Each week students will read from a Blaine Ray, level reader book. These books have a controlled vocabulary. Students will be asked to write answers to comprehension questions each week.

### Outcome #1

\*

Speak independently so others can understand using words, phrases, statements, questions and high frequency commands that are highly relevant at home, work and school.

Students participated in TPR activities. Students were asked to speak and act out some simple activities. The students were all successful in using the appropriate words with the action and directing the lesson for the class.

Student assessment. On the 1 to 5 Lickert scale all students advanced at least 1 level from the beginning of course to end-of-course.

% of students who successfully achieved the outcome (C or above) \*

100% improved

### Outcome #2 \*

Listen actively to understand highly relevant words and phrases in simple questions, statements and high frequency commands.

Students wrote dictated sentence. After completing the activity, I checked all the students' responses. All students improved in their accuracy by the end of the term. Sometimes, I had students elaborate on these responses – either to act or then ask to one another; but, not in every class.

Student Assessment. On the 1 to 5 Lickert scale all students advanced at least 1 level from the beginning of course to end of course.

% of students who successfully achieved the outcome (C or above) \*

100%

**Outcome #3 \***

Read independently with understanding highly relevant symbols, numbers and words in personal and environmental print.

Students successfully answered questions based on their reading. We discussed and checked comprehension questions. All students improved in their written responses.

On the 1 to 5 Lickert scale all students advanced at least 1 level from the beginning of course to end of course.

% of students who successfully achieved the outcome (C or above) \* 100%

**ANALYSIS****3. What contributed to student success and/or lack of success? \***

Students, class size and the curriculum contribute to student success. In most ESOL classes students are very motivated. The students need to learn English to navigate their lives more easily. Students want to learn and put forth a lot of effort. Small class size also elevates success because it makes it evident where students need extra help. The curriculum of beginning ESOL classes also help promote achievement, for at the beginning level of language instruction students have similar language needs. Beginning ESOL courses focus on how to check for understanding (both as a listener and a speaker) and learning to read and write high frequency English words. All of these outcomes are easily assessed and reinforced throughout the term.

**4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. \***

The students all noted that they had improved in these areas mentioned. I would concur all students improved. The degree of improvement varied from student to student. The results were anonymous so I can't check which student felt they had greatest improvement and compare it to my assessments.

**5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) \***

Yes, but the questions were worded strangely and what was being asked may have caused confusion.

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

I would re-word the questions in the questionnaire. Also, I may create a check-list of assessments and hone -in on very specific skills each student should master. This information would be shared with the students at the end of each class, or week.

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

None

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

All of the assessments provided accurate insight into student learning. Class size is small so it is very easy to verify the results by checking the students' responses, having a conversation and listening to their conversations with one another.

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

I realize I need to work on the wording of the questions. Also, it has made me think that I would like to create numerous very informal check-lists on perhaps a weekly or daily basis.

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