

# Course Assessment– Part B: Your Results & Analysis

#179

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ESOL – Level B – Luis Ziegner – Fall – 2016

## 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. \*

I gathered achievement data for outcome #1 through a reading comprehension test. The students answered comprehension questions for a short story they read about a real life event. Success was achieved with a score of 80% or higher. For outcome #2 the students participated in a conversation with a partner. They rated themselves on a scale of 1 to 5. Success was a rating of 4 or higher for 80% of the students. For outcome #3 the students wrote a short paragraph about their daily activities. This writing piece was graded on a scale of 1 to 5. Success was a rating of 4 or higher for 80% of the students.

### Outcome #1

\*

Read with understanding some personally-relevant and simplified texts including: important single words/phrases in visually-supported or predictable text and simplified or learner created texts with familiar content.

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

85%

### Outcome #2 \*

Speak so others can understand short, simple conversations which are expansions of familiar phrases and exchanges.

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

90%

### Outcome #3 \*

Write to express meaning in a short paragraph with simple, personally relevant or functional text made up of words, phrases, and simple sentences for daily needs.

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

85%

## ANALYSIS

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

The students who attended classes regularly showed better achievement than the students who missed classes constantly. I had a great group of students who were eager to learn actively and were serious about their learning. The range of abilities of the students at this level was varied. Scaffolding activities were necessary to help students improve their English skills.

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. \*

I think the majority of my students that attended classes regularly were excited about their learning. They understood that studying English for 6 hours each week would help them with their goal to speak, write, read, and understand English better, but they also knew that they had to be self learners outside the classroom and become proactive English learners.

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

I think most of my students made good progress.

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

I should have given them more assessments throughout the term in order to see how much progress they were making.

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? \*

I think they were appropriate indicators of their learning. The course expectations were clearly stated and taught. Students with higher years of education completed in their own countries were able to learn and make progress faster than those who did not receive much education.

(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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