

# Course Assessment– Part B: Your Results & Analysis

#161

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. \*

I gathered achievement data for the listening outcome from subjective or natural conversational assessment of student responses in targeted conversational assignments. Were their responses appropriate to oral questioning, did they use effective clarification techniques they were taught in class, did their comments and questions when others gave presentations reflect their effective understanding of the English being spoken. For outcome 2 students completed a series of writing assignments including longer essays, poetry, and short paragraphs. These were read aloud to the group, and I held conferences with each student to help them self correct and edit their assignments. In reading we did both fiction and non-fiction reading and students answered questions, gave oral summaries and used the information from readings to back up opinions.

### Outcome #1 \*

Listen actively to understand main ideas and relevant details from simple narratives, conversations, explanations, and presentations.

% of students who successfully achieved the outcome (C or above) \* 85 %

### Outcome #2 \*

Write independently to express meaning in a few short paragraphs or simple instructions that are personally relevant or functional to address work and family purposes.

% of students who successfully achieved the outcome (C or above) \* 90%

### Outcome #3 \*

Read independently with understanding a range of personal and simplified texts and some simple, every day texts including small blocks of simple text, simple tables, graphs and diagrams and short paragraphs.

% of students who successfully achieved the outcome (C or above) \* 95%

## ANALYSIS

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

Well, of course, attendance is always associated with student achievement especially in a language classroom where skills are often taught in a layered manner. Also it is clear that students who use the language in their lives, are used to experimenting with the language and complete assignments learn faster. The class was close knit and social, the challenges paced and English was consistently used between students because they came from different language groups themselves. The content was interesting, the writing assignments meaty. I like to teach language in a content rich environment so the focus is on communicating our ideas, questions, concerns.

### 4. Helping students to realistically self-assess and reflect on their understanding

Well, apparently my students didn't get to complete their own student evaluations. I'm not sure just why except that perhaps because the days

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. \*

we did CASAS testing, some students tests took a long time and there wasn't assistance for them to complete their evaluations on line. I wish we could do them by hand. In small classes, that is much easier.

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

Yes, I think most of the students made good progress in all areas of studying English this semester.

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

Well, I should probably do a better job of creating a rubric for student writing and presentation activities. Generally because I conference, my focus is on the students finding their own mistakes and together we build their skills with each written assignment, but for reporting purposes, a rubric could be helpful, though frankly, we generally evaluate good writing and speaking subjectively and holistically, don't we?

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

Perhaps, some models of writing rubrics. I know I have some somewhere, but.....

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

Probably they were more holistic than this course assessment process would like.

(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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