

Course Assessment– Part B: Your Results & Analysis

#153

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ESOL Level D – Andrew Carmichael – 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 number 1 through a rubric. The average grade for students was 89%. Outcomes number 2 and 3 could not be gathered because school was cancelled on the final day of classes. Unfortunately, the culminating assessments (outcomes 2 and 3, presentations and listening comprehension) were scheduled for the last day of classes.

Outcome #1

*

Write independently to express meaning a few connected paragraphs with a main idea through a range of simple, functional and narrative texts to address work, community, family, academic, and creative purposes.

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

100%

Outcome #2 *

Speak independently so others can understand main ideas and related details in moderate-length conversations, instructions, or narratives about general interest topics.

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

0%

Outcome #3 *

Listen actively to understand main ideas and details in extended conversations, presentations or narratives about varied, general interest topics.

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

0%

ANALYSIS

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

This was the second time for students to write the paper. Students had reviewed the rubric before writing the paper the first time. They received feedback from their first paper with the rubric. We reviewed the rubric again before writing the paper on a different topic. The topic had been the focus of listening, reading and discussions for two weeks prior to writing the paper. Activities using a variety of adjectives and adverbs had been done. Activities involving compound and complex sentences had also been done. Outlines had been written on both papers. Example papers and example outlines had been given and done as a class. Students reviewed others papers and outlines.

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

This sounds like a great activity.

your assessment (above) of student achievement of the three outcomes. *

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

Yes on the outcome that was completed (outcome number 1).

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

I should have started the papers sooner in order to complete the other outcomes earlier.

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

No additional resources are needed.

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

They were somewhat accurate. I didn't make a very detailed rubric because my students are still learning English. It would be overwhelming for them to see a very detailed rubric in English. I could translate it, but I typically don't use other languages in the classroom. This is a consideration for the future. As it was, students were well aware of their expectations and learning was reflected in the assessments.

(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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