

# Course Assessment– Part B: Your Results & Analysis

#184

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. \*

Quizlet Scores: There are a very large number of scores generated by this website. The process I use is to identify the Tier 2 vocabulary in the articles we are reading, create sets in the website, and then have students practice until they achieve mastery. We read a large number of articles, each of which had matching vocab sets. Students work at their own pace to master spelling the words and identify the definitions. As a result, every student achieves at least a 80% on the test portion, because they have achieved mastery on the skills and drills portion of the website.

Compound and Complex Sentences: almost all students are able to write the sentences when given a clear model. Students have difficulty applying these forms to independent reading. This was an area that allowed for a great deal of reteaching. During the 2nd half of the class the guided reading questions for all the articles asked students to respond in a specific form. For example when we read two opposing articles debating the question of if soda should be given a warning label a question might be: Use a List Sentence to explain three reasons business might be opposed to labeling soda. I reviewed the handouts with students after they completed them, but before they began writing the essay or paragraph that went along with the paper.

Summary Paragraphs: The first half of the term focused on this set of skills. Each day we met we worked on one aspect of summarizing. I started by teaching the steps of the Cornell Notes. At first I wrote the main ideas and had students add the supporting details from the text that helped them address the essential question that they were writing in response to. We did many practice activities to help students understand how to formulate good "quiz questions" using the Costa's Levels of Questioning. These questions then drove conversations students would have with one another: essentially they were asked to imagine that they were the teacher and to write questions that would help their partner identify the most important aspects of the article. Students also were taught how to write a summary sentence using the Identify/Verb/Finish the thought process. These sentences and notes then became the basis for their summary paragraph. Students submitted their paragraphs on google Docs and then received feedback from me before they began their next paragraph.

### Outcome #1

\*

Quizlet: 95% of students were able to score 80% or above on their vocabulary tests. This was a self paced model with a ton of immediate corrective feedback.

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

95%

### Outcome #2 \*

Generalizing Sentences: This was tough to measure accurately because it varied depending on the complexity of the reading. Here is a break down based on the articles. No students achieved 100% mastery on these complex practice activities. I am going to report that 50% of students who were able to respond with 70% accuracy. Most students continued to need guided practice to be able to respond this more

advanced "academic register"  
 Electric Car article: 40%  
 Legislative Response to Climate change: 40%  
 Increasing the Minimum Wage: 50%  
 Investing in New Aircraft Carriers: 50%

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

50%

Outcome #3 \*

Summary Paragraphs:  
 Cornell Notes 75% (included all the elements and took notes using fact fragments instead of sentences to avoid plagiarism)  
 Clear topic sentence: 90%  
 Objective tone: 90%  
 No plagiarism: 75%  
 Sufficient Detail: 90%

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

80% of students wrote a passable summary paragraph

ANALYSIS

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

More basic skills like memorizing words were skills more students achieved  
 Students benefited from guided practice and feedback  
 More complex skills are introduced in this class, but it is to be expected that many pre-college and GED students will need continued practice to achieve these 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'm not sure how to access the student evaluations

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

I was pleased with student achievement. I felt students made a ton of progress in a short period of time. The GED requirements are challenging, and many students did well on their practice tests.

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

This class is highly responsive to the individual learning needs of students. The classes are small. There is access to technology that helps to individualize students learning experience. The biggest challenge is bringing low skills students up to speed on complex skills without discouraging them. I use articles that they can listen to and articles that they can change the reading level: this allows students to find a degree of comfort with the reading material. I want to expand my use of questioning techniques so that students engage in more peer to peer conversations.

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

none needed

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

Assessment and feedback is woven into the processes of the class. The results reported here represent a holistic summary of student progress:

not just the results of one summative assessment. I believe that formative feedback helps students achieve skills more quickly.

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

I continue to refine the handouts, resources and class processes to improve student learning. This quarter I'm posting all my assignments and resources in Google Classroom. That way students can move at their own pace and be held accountable for completing work in sequence. Advanced students can progress and students who need additional practice or time to complete assignments can have it.

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