

# Course Assessment– Part B: Your Results & Analysis

#245

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ESOL Level B – 1091792 – Lois Colton – Fall 2017

## 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. \*

Generally, I would say that of the students who were present at the end of the term when we did the assessments most all the students except for one were able to participate effectively in the evaluations.

### Outcome #1

\*

In two parallel lines the students rotated to have conversations with 4 different students asking and answering one question per partner. The questions were about Thanksgiving plants (using future), things they were grateful for, comparable holidays in their home cultures and their favorite holidays and ways to celebrate them (evaluative language), what were some questions they had about the history of American Thanksgiving and what they already knew. All students were having genuine conversation, asked for clarifications, did add on's, asked questions, and laughed and used English to effectively communicate with each other.

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

### Outcome #2 \*

We read an easy Blaine novel called "Patricia Goes to California" during the term and as an assessment, I gave the students oral True/False questions, asked them to predict what would be happening in the next chapters, and we discussed social and cultural issues the characters experienced and how those things related to our own experiences. Using these questions and prompts I could assess the students comprehension of what we were reading as well as their oral comprehension. Participation was lively and students did very well on the true/false questions.

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

### Outcome #3 \*

After reading two models of writing about family in the book "Composition Practice Level 1" and doing some grammar and vocabulary activities associated with the essays, students were assigned to write a personal essay following the model about their own family. (This was part of a unit we were doing on family). Paragraph 1, introduce your family, paragraph 2 tell about their lives, and tell about your life too, paragraph 3 tell about your feelings toward your family.

% of students who successfully achieved the outcome (C or above) \* Unfortunately, not all students made it to the last class where I was collecting this assignment, but of those that were there, 90% wrote effectively.

## ANALYSIS

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

Without a doubt, there was success with the students who attending class on a regular basis. Only one regular attendee had difficulty succeeding on these evaluations.

<p>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. *</p>	<p>I suspect they would give themselves lower evaluations than I do, that is generally true with language learners as they know just how much they still don't know.</p>
<p>5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *</p>	<p>yes</p>
<p>6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *</p>	<p>Always I would say more opportunities to practice each kind of evaluation.</p>
<p>7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?</p>	<p>Perhaps better understanding of students skill levels when I plan activities. I kept having trouble this term getting that match right.</p>
<p>8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *</p>	<p>This is the first time I've taught or assessed this level. In general, I had a bit of a learning curve this past term on knowing which kinds of activities this level students would be able to do.</p>
<p>9. Describe how you have shared information about course outcomes with your students.</p>	<p>I just told them that I would be using some activities to evaluate their learning this term.</p>
<p>10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:  CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and  CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).</p>	<p>Certainly as we read our short novel we did a lot of critical thinking activities, prediction, evaluation of circumstances, social comparisons, etc. I was clear with students about how the classes were organized by language skills and building on skills.</p>
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