

# Course Assessment – Part A: Your Plan

#338

Your Email \*

Please select your course & name from the drop-down menu. Contact Instructional Services if your course or name are incorrect or missing

PC RD &amp; WR II – 1093151 – Kristen Booth – Fall 2018

Part A: Your Plan  
[Directions](#)

Read with understanding & write with purpose. When both are completed, the goal (for the majority of my students) is to pass the Reading/Writing portion of the GED.

1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey):

Outcome #1 \*

Outcome #2 \*

Describe significant historical events in United States history, including the Declaration of Independence, Bill of Rights, and several US Supreme Court cases, in order to pass the GED test. Students will also be able to demonstrate their ability to read and use maps and graphs to support their explanations

Outcome #3 \*

Explain basic scientific concepts, graphs, and charts to pass the GED test.

Have you completed an assessment for this course prior to this term?

Yes

If yes, are you assessing different outcomes?

No

Comments:

2. To which degree(s) or certificate(s) does your course map?

- Pre-College Program

[Degree, Certificate, & Program Outcomes](#)

Method of Assessment

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

To achieve the goal of reading with understanding we will read a book of the student's choice (I offer several and most choose from these), read newspaper articles and complete quizzes on Newsela.com. To enhance their reading they will complete daily journals about their book and/or other articles read in class. This, in addition to working on paragraph development, topic sentences and the GED extended response, will all help with each student's ability to write with purpose.

Outcome #1: Method to assess student understanding \*

Outcome #2: Method to assess student understanding \*

I will teach specific units to the class regarding some US history, Bill of Rights, Declaration of Independence and a few US Supreme Court Cases. These are all covered on the GED. We will also complete questions and class discussions on maps and graphs.

Outcome #3: Method to assess student understanding \*

The Science GED covers a huge amount of material, so I am focusing more on basic Science vocabulary on vocab.com, science articles and quizzes on Newsela.com and test-taking strategies. Students will be

assessed on the amount of questions they get correct on their quizzes and by their improvement on the GED practice and test.

4. How will you know if you were successful in your efforts to teach this outcome? 75% of student will pass the Reading/Writing GED.

Outcome #1: \*

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? \* 75% of students will pass the Social Studies GED.

Outcome #3: How will you know if you were successful in your efforts to teach this outcome? \* 75% of students will pass the Science GED.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation.  
Question #1 Do you feel that your reading level increased as a result of the time spent reading in class?

Question #2 What was the most beneficial activity we did in class to further your education?

Do you require the names of students who complete the course evaluation survey?  
(Please note: names will be sent to instructors the Thursday before term ends) NO

Reminder, when completing Part B, instructors will be asked the following questions:

1. Describe anything you did to support the institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication
2. Describe anything you did to support the institutional effort to support students in improving "Student Position" and/or "Evaluate Potential Solutions" for the CLO Critical Thinking/Problem Solving

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