Time Submitted	April 8, 2015 1:27 PM
Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.	Pre-College Reading/Writing 1 - Jablonski

Outcome #1: Use a variety of strategies to pronounce and determine the meaning of unfamiliar words in simple text. To achieve this outcome, I provided students a list of unfamiliar terms: blase, bourgeois, catastrophe, chaotic, cliche, debut, ennui, epitome, feign, gauche, malign, naive, passe, potpourri, precis, psyche, rendezvous, slough, thorough, villain. First, I had students look at the words and write down the ones they recognized by sight. All 13 students were able to complete this activity and most students recognized at least three words. Next, I taught students a few basic phonetic symbols dictionaries use to the show the sounds of letters or combination of letters because the first step to understanding a word is being able to pronounce it. I taught them how the schwa sound (signified by an upside down "e") signals a neutral sounds like "uh". I also reminded them about long and short vowel designations. I then had students look at the word list with phonetic spellings of each word. Together, we pronounced the words aloud. All students completed this activity correctly. I also taught students to use the context surrounding the unfamiliar words to determine meaning. In pairs, students examined five contextualized sentences to determine the meaning of the unfamiliar vocabulary. Over half of the pairs of students were able to chose the correct meaning of the unfamiliar vocabulary using the context of the sentences. After I taught students the strategies, I had them copy the unfamiliar vocabulary and the definitions in their notebook. I also had students write contextualized sentences using each word. I conferenced with each student about their sentence to ensure that they understand the meaning of the assigned words. Last, I gave students a 10 question quiz that measured their understanding of the unfamiliar vocabulary. 10/13 students scores 70% or higher on the quiz.

Outcome #2: Use a variety of strategies before, during, and after reading to monitor and enrich comprehension. To achieve this outcome, I taught students how to discern between facts and opinions and the main idea and supporting details in non-fiction. First, I taught students the difference between a fact an opinion. Facts are: something known for certain to have happened, something known for certain to be true, something known for certain to exist. As a whole class using the projector, students read and analyzed a short paragraph about a crime for facts. During discussion, all questions were answered correctly. Next, I defined opinions as: things believed to have happened, things believed to be true, things believed to exist. In pairs, students analyzed a different paragraph. They underlined all opinion statements. All pairs (13/13) completed this activity correctly. As a whole class, we completed an online worksheet which included 4 statements. We had to determine whether the statement was a fact or opinion. All questions were answer correctly during discussion. I then continued on to the next lesson about main ideas and supporting details. I defined what a main idea is: the most important idea a writer is trying to convey. As a class, we read three short paragraphs and discussed the main idea of each. Next, I defined what a topic sentence is: a sentence that expresses the main idea of a paragraph. As a whole class, I gave students a list of four sentence and they had to determine which was general enough

  to be a topic sentence. 6/12 of students were able to do this correctly. After

Outcome #1	Use a variety of strategies to pronounce and determine the meaning of unfamiliar words in simple texts.
% of Students who successfully achieved the outcome:	77% of students met outcome #1
Outcome #2	Use a variety of strategies before, during, and after reading to monitor and enrich comprehension.
% of Students who successfully achieved the outcome:	15% of students met outcome #2
Outcome #3	Determine the purpose for writing and make a plan.
% of Students who successfully achieved the outcome:	100% of students met outcome #3
2. Reflect on your assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate.	Outcome #1: 77% of students met this outcome by scoring a 7 or better on a 10 question quiz. Actually, I ended up re-testing my students. The first time I gave the test, there were not many students in class and only 1/7 scored a 70% or better. I was dissatisfied with that result, so I added an activity that I hadn't used before. First, I only had students copy the definitions in their notebook and study with a partner using notecards. Because the scores were so low, I had students go back and write sentences using the words correctly. It was amazing how much better they did. After writing sentence and conferencing with me students were able to meet the outcome goal. Outcome #2: 15% of students met the outcome of scoring a 10 or better on a 12 question quiz. First, I think I set the outcome goal too high. If I would have used 8/12 that percentage would have increased to 50%. But, that is still not good enough. I feel like through the lessons I successfully explained what facts, opinions, main ideas and topic sentences were, but something was lost in the application of that knowledge. It is possible that students were given too much new information for one test, and needed more individual practice before being assessed. Outcome #3: 100% of my students were able to correctly determine a writing purpose and make a plan. The writing chart I provided students created a visual to help students understand that writing is created for different reasons and the language used helps determine those reasons and purposes. I also think students were successful on this outcome because it wasn't assessed using a test format. They worked individually with me to plan a piece of writing with a specific purpose and audience in mind.

3. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc)?	Outcome #1: When I teach vocabulary, I will always have students write sentence using the test words. I will be sure to check each sentence and conference with the students to ensure that they truly understand what the word means. This approach takes more time, but it is effective. Outcome #2: In the future, I will break down the lesson in to smaller parts. I will spend less time on the differences between facts and opinions as students understood that pretty easily. I will give them a quiz that only focuses on that information. Main ideas, topic sentences, and supporting details are more difficult. I will spend more time on this and have students practice more on their own before giving a quiz. Outcome #3: I am satisfied with outcome #3 and would do nothing to change it.
4. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What budget implications result?	Not at this time.
5. Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?	Yes and no. I am not happy with how I answered question #4 on Part A. I realize now I proposed that one assessment could measure my success in teaching each outcome. That is ludicrous. One assessment does not show student success. However, with my population it is difficult to keep track of multiple assessments because the attendance is so spotty. It is not really feasible to have students catch up when they return after an absence, as they need so much guidance and I can't be in two places at once. I am not sure how to reconcile this issue. I want a comprehensive way to measure whether or not my students successfully meet the class outcomes, but maybe the outcomes need to change or at least narrowed. I do wish I had more time to think about this, as I think curriculum planning is so important to a strong program.
Attach supporting documentation (optional):	