



SLO Assessment Cycle for C D 55

Literacy Development and Activities for the Young Child SLO Modified: [10/19/2011]

Angela Buchanan's Team Members:

1. [Juanita Cordero](#) (x8894) C D
2. [Diane Langfelder](#) (x) C D
3. [Fatemeh Zarghami](#) (x) C D
4. [Nellie Vargas](#) (x) C D

Additional Team members not on list/notes about team:

Li Wei Sun, Juanita Cordero, Fatemeh Zarghami, Julie Weatherston, Nellie Vargas, Angela Buchanan, Diane Langfelder,

Additional Notes:

10/19/11- Angela called Vinita, said Christina Morgan-Lopez retired, Angela will be the team leader for this course.

Outcomes:

Outcome 1: Statement Modified: [10/30/2011]

Critique language enhancement materials appropriate for infants to school-aged children

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [10/30/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Angela Buchanan

Assessment Tools: Written Reports

Sections being assessed: 56

Outcome 1: Reflect & Enhance Modified: [10/30/2011]

Number of people involved in Phase III: 1

Changes:

Methods:

Each student was required to evaluate 5 children's books appropriate for children in the age range of infants to school-aged. They were required to bring one book in weekly and share them in small groups in class over the course of the quarter. Books were examined by the students using a rubric with criteria including theme, age appropriateness, cultural diversity and other factors. Students were then assessed weekly using the same rubric to determine if the student used detailed and thoughtful reflection of the rubric for each book.

Summary:

The overall average grade was 'B' on this assignment using this rubric. There was noticeable weekly improvement on this assignment over the course of the quarter as students became more proficient in assessing the books on the criteria such as age appropriateness and bias. Item analysis revealed that students had the most difficulty with the two criteria: "censorship" and "antibias". Determination of censorship required the student to be able to search websites, the library online and internet to discover if the book had been censored. Many students needed knowledge and skills that had to be taught before they could be successful and proficient with this criteria. Students also had difficulty with determining whether the book was biased or fought bias. They needed to be educated on what this meant and it took most of the quarter to help them to develop this understanding. Overall, the students gained better awareness and knowledge of how to evaluate and critique language enhancement materials appropriate for infants to school-aged children. 100% of the students improved their skills and knowledge of how to critique language enhancement materials appropriate for infants to school-aged children. This could be considered an outstanding outcome. And, overall, all students passed the class and 94% of the students met with high achievement and success which means a final grade of B- or above. It was also revealed that there are foundational skills and knowledge required for students to be successful with some of the course content. These foundational skills and knowledge can be taught in this class but this takes time and

takes away from other content that should be taught. It is recommended that the class be considered for revision from 3 to 4 units to allow additional time for this.

Enhancement (Part I):

The course outline will be reexamined to include more time for helping students understanding topics like "antibias" and bias in children's literature and educational materials. It will also be revised to help students develop the ability to find current information for evaluating children's literature and materials.

Enhancement (Part II):

Additional funding may be required for faculty load if this class is revised from 3 to 4 units.

[Number of Outcomes for C D 55: 1]