



## SLO Assessment Cycle for ESL 263

Low Advanced Grammar and Writing SLO Modified: [08/29/2011]

### Craig Norman's Team Members:

1. [Maryanne Ifft](#) (x5385) ESL
2. [Kathy Flores](#) (x8522) ESL
3. [Marcy Betlach](#) (x8394) ESL

#### Additional Team members not on list/notes about team:

Marcy Betlach, Michelle Marchiano, Karen Boerner, Cheri Newman, Pati Carobus

#### Additional Notes:

### Outcomes:

#### Outcome 1: Statement Modified: []

Write well-developed, single and connected analytical paragraphs demonstrating level-specific grammar and vocabulary in response to reading materials.

### Assessment Cycle Records:

#### Outcome 1: Assessment Planning Modified: [08/29/2011]

##### Assessment Strategy Used:

Quarter: Spring 2011

Assessors: Marcy Betlach, Karen Boerner, Pati Carobus, Michelle Marchiano and Cheri Newman

Assessment Tools: Performances/Demonstrations • Papers/Essays

#### Outcome 1: Reflect & Enhance Modified: [08/29/2011]

##### Number of people involved in Phase III: 5

##### Changes:

##### Methods:

For the final exam, students in each of the five classes were given a common reading from La Voz on recycling. Students were given a common prompt and instructions for writing one analytical paragraph that would incorporate ideas from the article. The final/assessment results were evaluated by the instructors using a common, departmental rubric.

##### Summary:

Assessment/Final Exam Results vs. Course Passing Rate

- Marcy's: 66% passed (Matched course passing rate)
- Karen's: 60% (Slightly lower than course passing rate)
- Cheri's: 90% unusually high (Matched course passing rate)
- Michelle's: 45% (Lower than course passing rate)
- Pati's: 60% (Much lower than course passing rate)

##### Commentary on Results

- Prompt was accessible and familiar.
- Students who had the skills passed the assessment, and those who didn't have the skills didn't pass. Therefore, the assessment was an accurate measure of ability.
- Students who failed assessment, failed due to grammar issues and/or lack of development.
- The final was challenging and was effective keeping several under prepared students from moving on to ESL 273.
- Some students who passed 263 should not have. Hopefully portfolio will solve this problem.

##### What student needs and issues were revealed?

- Need to practice in-class writing more before it is graded. -Students are treating in class-writing as a draft—not formal writing.
- Grammar and vocabulary is still a big issue at this level. -Standards say we should teach grammar 50% of the time. It is hard to devote that much time. Most instructors teach grammar 30-40% of the time. This 30-40% grammar instruction is divided between explicit/direct grammar instruction and grammar through editing. The result is 20% or less explicit/direct grammar instruction. There just isn't enough time to do

more.

-Also, not enough time to devote to vocabulary development.

Were there any areas where the student performance was outstanding?

-Definitely saw overall improvement in student writing.

-Integrated paraphrases with ideas well.

-Students synthesized readings from the quarter.

-Some students had really good voice.

#### Enhancement (Part I):

How will the results be applied to enhance student learning?

- Instructors will use more accessible readings for prompts.
- Make students more accountable. (i.e. grade peer review sheet)
- Give students a "wake-up call" much earlier to help them take the class work more seriously, such as in-class writing or diagnostic and conference with each student.
- Teachers need to know who is retaking the class (because they didn't pass previously).
- We get students in 263 that shouldn't have passed 253.
- If a student comes in with a C from 253, they have much less chance of passing.
- How to get students to "think."
- Instructors need to be more directive when discussing topics to guide them to critical thinking.
- How much time should we devote to peer editing? With limited class time, would it be better spent doing other things? For sure, the instructor must be very hands-on during peer editing to make it valuable. Most instructors felt that if facilitated well, peer editing helps students evaluate their own writing (SLO#2).
- Teachers need to do more one-on-one office hours.
- Teachers will now use same directions with prompts from the beginning of the quarter.

What enhancements require additional resource allocations?

- Teachers could use a workshop on how to help students with their critical thinking skills.
- Teachers could use a workshop on how to help students with paraphrasing.
- More support services such as tutoring and small group workshops provided by Student Success Center.
- Although we know it's not feasible, ideally ESL 263 could use a co-requisite like we used to have for ESL 253 in Readiness.
- All ESL classrooms should be smart classrooms.

#### Enhancement (Part II):

We will be running a pilot ESL 263 Portfolio process in Summer 2011, and plan full implementation in Fall 2011.

#### Outcome 2: Statement Modified: []

Evaluate own writing for unity, coherence, clarity and development rhetorical structure and clarity to revise and edit.

#### Outcome 2: Assessment Planning Modified: [08/29/2011]

##### Assessment Strategy Used:

Quarter: Spring 2011

Assessors: Marcy BetlachKaren Boerner, Pati Carobus, Michelle Marchiano and Cheri Newman

Assessment Tools: Performances/Demonstrations • Papers/Essays

#### Outcome 2: Reflect & Enhance Modified: [08/29/2011]

**Number of people involved in Phase III: 5**

**Changes:**

##### Methods:

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[ Number of Outcomes for ESL 263: 2 ]