

Assessment: Course Four Column



Courses (A&L) - English

ENG 095:Basic Writing II

| <i>Course Outcomes</i> | <i>Assessment Measures</i> | <i>Results</i> | <i>Actions</i> |
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| <p>Identify main ideas and differentiate those from supporting details - Identify main ideas and differentiate those from supporting details Course Outcome Status: Active Next Assessment: 2021-2022 Start Date: 08/31/2017</p> | <p>Assignment - Written - Does the paragraph feature a topic sentence? Do the supporting points directly support the topic sentence? Does the writer get off-track within the paragraph? Criterion: Criterion for achievement: 0=No topic sentence present, supporting points unrelated to any coherent idea, writing is persistently off-track. 1=Topic sentence is present but tenuous, supporting points are largely unrelated to the topic sentence, writing is frequently off-track. 2=Topic sentence is present and functional, supporting points work with the topic sentence, writing is generally focused on on-track. 3=Topic sentence is strong and effective, supporting points directly and effectively support the topic sentence, writing is tight and focused.</p> | <p>Reporting Period: 2016-2017 Criterion Met: Yes Student progress on this outcome varied, though it did generally improve throughout the course of the term. Only four students (out of 14) persistently were off track with respect to getting off track, and writing clear topic sentences was generally not a problem for these students. This would vary, however, from course to course considering there is only one level of developmental English and a broad variety of readiness levels in sub-100 English. (08/31/2017)</p> | <p>Action: In order to better assess this outcome in the future, student work will be also graded along these lines, giving a numeric reference to progress. This will then be compared during the cooperative assessment process at the end of the school year among participating 095 instructors.</p> <p>More emphasis needs to be placed not only on topic sentences, but also to not getting off-track. Next term, I will include examples of what not to do in addition to existing examples of what to do. (08/31/2017)</p> |
| <p>Recognize and correct faulty mechanics - Recognize and correct</p> | <p>Assignment - Written - Is the paragraph free of grammar and</p> | <p>Reporting Period: 2016-2017 Criterion Met: Yes</p> | <p>Action: In order to better assess this outcome in the future,</p> |

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| <p>faulty mechanics</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2021-2022</p> <p>Start Date: 09/07/2017</p> | <p>spelling errors? Are there notable issues with spelling and/or punctuation? Are run-ons and fragments issues that hurt readability?</p> <p>Criterion: 0=Spelling and punctuation errors are persistent and significantly interfere with readability of the paragraph.</p> <p>1=Errors are present and hurt the credibility of the writer. Run-ons and fragments may be present and overall issues are easy to spot.</p> <p>2=The paragraph may have some errors present, but they do not hurt readability and only affect credibility in a small way.</p> <p>3=Paragraph is free of spelling and grammar errors.</p> | <p>These wildly varied, another weakness of having only one level of developmental English, especially with added ELL concerns. Approximately half of the students regularly displayed a 1 on the initial Paragraph assignments, dropping to 5 by the time we got to the Paragraphs assignments. (09/07/2017)</p> | <p>student work will be also graded along these lines, giving a numeric reference to progress. This will then be compared during the cooperative assessment process at the end of the school year among participating 095 instructors.</p> <p>Additional work needs to be placed on grammar and especially punctuation—simply lecturing on it did not prove to be enough, and assignments or quizzes are the next step. (09/07/2017)</p> |
| <p>Using language appropriately - Use appropriate language and tone based on purpose, audience, and topic</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2021-2022</p> <p>Start Date: 09/07/2017</p> | <p>Assignment - Written - Based on an audience of student peers, is the word choice and level of familiarity within the paragraph acceptable? Would any words be unknown to the audience? Are all terms used correctly?</p> <p>Criterion: 0=Incorrect words are persistently chosen, muddying the point the writer is attempting to make. Inappropriate words for the given audience may be frequently employed.</p> <p>1=Persistent word choice errors exist, though the main point is still discernible by the audience. Inappropriate words for the given audience may be present.</p> <p>2=Occasional word choice errors exist, though they do not affect the</p> | <p>Reporting Period: 2016-2017</p> <p>Criterion Met: Yes</p> <p>This was consistently positive across this class, with only 2 students not earning a 2 or 3. (09/07/2017)</p> | <p>Action: In order to better assess this outcome in the future, student work will be also graded along these lines, giving a numeric reference to progress. This will then be compared during the cooperative assessment process at the end of the school year among participating 095 instructors.</p> <p>Students were consistently asked to write about their readings for the week, something that exposed them to consistently new vocabulary. This will continue in future sections. (09/07/2017)</p> |

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| | <p>main point. Inappropriate words for the given audience should be rare if present at all.</p> <p>3=Word choice errors are absent. Inappropriate word for the given audience are absent.</p> | | |
| <p>Construct coherent, well-developed paragraphs - Construct coherent, well-developed paragraphs</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2021-2022</p> <p>Start Date: 09/07/2017</p> | <p>Assignment - Written - Is the structure of the paragraph appropriate? Is there more than one main idea?</p> <p>Criterion: 0=Structure is absent from the paragraph. Multiple main ideas may be competing within the paragraph.</p> <p>1=Structure is incoherent. More than one main idea is likely present.</p> <p>2=Structure is present but contains errors or distractions. The paragraph likely has only one main idea.</p> <p>3=Structure is sound and free of errors. There is only one main idea.</p> | <p>Reporting Period: 2016-2017</p> <p>Criterion Met: Yes</p> <p>This was a mixed bag, as the first part of the measure frequently included paragraphs that were too brief rather than containing more than one main idea. Running out of things to say or not expanding appropriately was a consistent issue, generally earning a 2 for students who did not earn a 3. (10/05/2017)</p> | <p>Action: In order to better assess this outcome in the future, student work will be also graded along these lines, giving a numeric reference to progress. This will then be compared during the cooperative assessment process at the end of the school year among participating 095 instructors.</p> <p>A new module for future sections will be on appropriately expanding paragraphs to include all information a reader might expect based on the context and topic sentence (10/05/2017)</p> <p>Follow-Up: This was my first time teaching ENG095, and as the only full-time faculty member teaching it (and also the one who wrote this portion of the assessment plan), I see several areas that need tidying up at least in my sections. My hope is to deploy these standards of assessment, and ideally to be reflected in grading, for future semesters. A unified approach is a must for some of our most vulnerable students.</p> <p>It will also be important for us to</p> |

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have a discussion about splitting ENG095 into two classes—not sequential, but focusing on different composition issues. Some struggle for overall organization, while others have more grammar and punctuation issues. While the review provided in this course is good for any writer, focusing more on the specific issues students have seems like it would provide a more likely outcome of success in future courses for the student.
(10/18/2017)