Assessment Data is from what semester?  
Fall 2014

Faculty Name(s):  
Janice Orton

1. Course Name and Number:
DEAF 120A EIP Basic Grammar I

2. List all Course SLOs from the Course Outline of Record:
   1. The student will demonstrate the ability to write questions and responses at the Beginning ESL level using correct grammatical structures.
   2. The student will compose original sentences at the Beginning ESL level, adhering to standard English rules of structure and word order.
   3. The student will demonstrate the ability to identify and correct errors in one's own written expressions.

3. Specific Course SLO(s) assessed as part of this project:
   The student will compose original sentences at the Beginning ESL level, adhering to standard English rules of structure and word order.

4. Is this course on GE Plan A?  
   Yes  X  No  
   (See Catalog pages 49-51 & page 55)

   If Yes, identify what area. (All GE course assessments count as GE assessments.)
   ____  Area I Natural Sciences
   ____  Area II Social and Behavioral Sciences
   ____  Area III Fine Arts/Humanities
   ____  Area IV Language and Rationality
   ____  Area V Physical Education/Wellness
   ____  Area VI Intercultural/International Studies
   ____  Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)
   One portion of the assessment tool included student journals. Students wrote in a weekly journal. The journal was a dialogue journal between teacher and student. I analyzed each student's last three entries for the construction of English sentences. The second part of the assessment tool was the final exam. Students were asked to write five sentences using vocabulary words of their choice. In addition, students were given an image and asked to write five sentences describing what was happening in the image.
6. Results and analysis of the data. (Attach any related documents at end of form.)

<table>
<thead>
<tr>
<th>Composing original sentences at the Beginning ESL level, adhering to standard English rules of structure and word order <strong>using vocabulary words studied in class.</strong></th>
<th>Meeting Expectations</th>
<th>Approaching Expectations</th>
<th>Not Yet Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes original sentences adhering to standard English rules of structure and word order. (Received a score of 80% or higher on this section of the final exam)</td>
<td>Demonstrates a developing ability to write original sentences adhering to standard English rules of structure and word order. (Received a score of 60% or higher on this section of the final exam)</td>
<td>Demonstrates a limited ability to write original sentences adhering to standard English rules of structure and word order. (Received a score below 60% on this section of the final exam)</td>
<td></td>
</tr>
<tr>
<td>1 student</td>
<td>8 students</td>
<td>2 students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Composing original sentences at the Beginning ESL level, adhering to standard English rules of structure and word order <strong>responding to a picture prompt</strong></th>
<th>Meeting Expectations</th>
<th>Approaching Expectations</th>
<th>Not Yet Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes original sentences adhering to standard English rules of structure and word order. (Received a score of 80% or higher on this section of the final exam)</td>
<td>Demonstrates a developing ability to write original sentences adhering to standard English rules of structure and word order. (Received a score of 60% or higher on this section of the final exam)</td>
<td>Demonstrates a limited ability to write original sentences adhering to standard English rules of structure and word order. (Received a score below 60% on this section of the final exam)</td>
<td></td>
</tr>
<tr>
<td>5 students</td>
<td>4 students</td>
<td>2 students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Composing original sentences at the Beginning ESL level, adhering to standard English rules of structure and word order <strong>in dialogue journals.</strong></th>
<th>Meeting Expectations</th>
<th>Approaching Expectations</th>
<th>Not Yet Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes original sentences adhering to standard English rules of structure and word order.</td>
<td>Demonstrates a developing ability to write original sentences adhering to standard English rules of structure and word order.</td>
<td>Demonstrates a limited ability to write original sentences adhering to standard English rules of structure and word order.</td>
<td></td>
</tr>
<tr>
<td>2 students</td>
<td>4 students</td>
<td>5 students</td>
<td></td>
</tr>
</tbody>
</table>

**Notable Results:**

- The majority of students demonstrated the ability to write correct sentences when given a more structured activity (write about an image vs. dialogue journal).
- The majority of students struggled with using correct English syntax. Students who are ready to move beyond simple sentences as evidenced by use of compound and complex sentence structures seem to have the most difficulty with using correct syntax.
- In the analysis of journal entries, most students did not accurately use verbs or verb tense.
- In the analysis of journal entries, most students did not consistently use proper sentence structure. (Some sentences were missing subjects or predicates.)
7. What are you going to do based on the results of the data? (Any planned revisions?)

The established curriculum addresses all of the skills that were assessed. During second semester, I will increase my focus on the rules of syntax when building English sentences. I will begin by reviewing the parts of a sentence along with commonly used sentence structures in English (S-V-DO, S-V-PP, S-V-ADV, S-LV-PA/PN). After instruction in one skill, I will provide extensive guided and independent practice of that skill during class time. This will ensure the students are able to apply the skills they have been taught when writing original sentences. In addition, students will continue to practice editing common errors found in their writing. Students will build their own grammar handbook for reference during the writing/editing process. This increase in application and review of writing will hopefully lead to more independent and confident student writers.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
Example: 2014spring-sloa-engl101c.doc
PART III: **SIMPLE SENTENCES**

**Directions:** Look at the picture and describe what is happening.

1. __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________

4. __________________________________________________________________________
   __________________________________________________________________________

5. __________________________________________________________________________
   __________________________________________________________________________
B. **Directions:** Pick five words and write a sentence that includes each word.

Example: I teach at Ohlone College.

1. ________________________________________________________________.
2. ________________________________________________________________.
3. ________________________________________________________________.
4. ________________________________________________________________.
5. ________________________________________________________________.