Assessment Data is from what semester?  
**Fall 2014**

Faculty Name(s):  
**Janice Orton**

1. **Course Name and Number:**
   
   DEAF 121A EIP Intermediate 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 Intermediate ESL level using correct grammatical structures.
   2. The student will compose original simple, compound, and complex sentences at the Intermediate 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 simple, compound, and complex sentences at the Intermediate ESL level, adhering to standard English rules of structure and word order.

4. Is this course on GE Plan A?  
   
   Yes  
   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 a weekly journal. For some students, the journal was a dialogue journal between teacher and student. For others, the students wrote in response to a given prompt. I analyzed each student’s last three entries for the use of simple, compound, and complex sentences in their writing. The second part of the assessment tool was the final exam. I assessed three different skills on the final exam. In one section, students needed to identify a given sentence as simple, compound, or complex. In another section, students were given two simple sentences and needed to combine them to create compound and complex sentences. In the third section, students were given an image and asked to write two original simple, compound, and complex sentences regarding the image.
### 6. Results and analysis of the data

(Attach any related documents at end of form.)

<table>
<thead>
<tr>
<th></th>
<th>Meeting Expectations</th>
<th>Approaching Expectations</th>
<th>Not Yet Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification of sentences as simple, compound, or complex</strong></td>
<td>Demonstrates the ability to recognize the three different types of sentences. (Received a score of 80% or higher on this section of the final exam)</td>
<td>Demonstrates a developing ability to recognize the three different types of sentences. (Received a score of 60% or higher on this section of the final exam)</td>
<td>Demonstrates a limited ability to recognize the three different types of sentences. (Received a score below 60% on this section of the final exam)</td>
</tr>
<tr>
<td></td>
<td>9 students</td>
<td>3 students</td>
<td>4 students</td>
</tr>
<tr>
<td><strong>Guided writing of compound and complex sentences</strong></td>
<td>Demonstrates the ability to combine two simple sentences into compound sentences using the conjunctions and, or, but, or so. Demonstrates the ability to combine two simple sentences into a complex sentence using the subordinating conjunction because. (Received a score of 80% or higher on these sections of the final exam)</td>
<td>Demonstrates a developing ability to combine two simple sentences into compound sentences using the conjunctions and, or, but, or so. Demonstrates a developing ability to combine two simple sentences into a complex sentence using the subordinating conjunction because. (Received a score of 60% or higher on these sections of the final exam)</td>
<td>Demonstrates a limited ability to combine two simple sentences into compound sentences using the conjunctions and, or, but, or so. Demonstrates a limited ability to combine two simple sentences into a complex sentence using the subordinating conjunction because. (Received a score below 60% on these sections of the final exam)</td>
</tr>
<tr>
<td></td>
<td>Compound: 9 students Complex: 16 students</td>
<td>Compound: 5 students Complex: 0 students</td>
<td>Compound: 2 students Complex: 0 students</td>
</tr>
<tr>
<td><strong>Writing original simple, compound, and complex sentences responding to a picture prompt</strong></td>
<td>Able to write original simple, compound, and complex sentences adhering to standard English rules of structure and word order. (Received a score of 80% or higher on these sections of the final exam)</td>
<td>Demonstrates a developing ability to write original simple, compound, and complex sentences adhering to standard English rules of structure and word order. (Received a score of 60% or higher on these sections of the final exam)</td>
<td>Demonstrates a limited ability to write original simple, compound, and complex sentences adhering to standard English rules of structure and word order. (Received a score below 60% on these sections of the final exam)</td>
</tr>
<tr>
<td></td>
<td>Simple: 10 students Compound: 5 students Complex: 2 students</td>
<td>Simple: 4 students Compound: 5 students Complex: 5 students</td>
<td>Simple: 2 students Compound: 6 students Complex: 9 students</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Use of simple, compound, and complex sentences in journals

<table>
<thead>
<tr>
<th>Use of simple, compound, and complex sentences in journals</th>
<th>Meeting Expectations</th>
<th>Approaching Expectations</th>
<th>Not Yet Meeting Expectations</th>
<th>No Evidence Found in Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes original simple, compound, and complex sentences adhering to standard English rules of structure and word order.</td>
<td>Demonstrates a developing ability to write simple, compound, and complex sentences adhering to standard English rules of structure and word order.</td>
<td>Demonstrates a limited ability to write simple, compound, and complex sentences adhering to standard English rules of structure and word order.</td>
<td>Did not demonstrate use of this sentence structure.</td>
<td></td>
</tr>
<tr>
<td>Simple: 11 students</td>
<td>Simple: 4 students</td>
<td>Simple: 1 student</td>
<td>Simple: 0 students</td>
<td></td>
</tr>
<tr>
<td>Compound: 2 students</td>
<td>Compound: 3 students</td>
<td>Compound: 5 students</td>
<td>Compound: 6 students</td>
<td></td>
</tr>
<tr>
<td>Complex: 1 student</td>
<td>Complex: 4 students</td>
<td>Complex: 8 students</td>
<td>Complex: 3 students</td>
<td></td>
</tr>
</tbody>
</table>

### Notable Results:

- The majority of students were able to identify sentences as simple, compound, and/or complex.
- The majority of students were also able to construct compound and complex sentences when provided with two simple sentences, an example, and a choice of conjunctions. The students appeared to do better on complex sentence building. I believe this is due to the fact that they were only required to use one conjunction – the word because.
- Students had the most difficulty with writing original compound and complex sentences. More often than not, students did not correctly use these sentence structures in their journal writing. The majority of errors were found in syntax, sentence structure, word and verb usage, subjects and subject-verb agreement, and the use of descriptors.

### 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 simple sentences and build from there. I will provide additional guided and independent practice during class time to 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.)

```plaintext
yyyysemester-sloa-courseid.doc
```

Example: 2014spring-sloa-engl101c.doc
Part B: **Three Ways to Write Sentences**

**Directions:** Identify the sentences as simple, compound, or complex.

1. **She runs every day, so she is very fit.**
   - Simple
   - Compound
   - Complex

2. **He failed his driving test because he didn’t stop at the stop sign.**
   - Simple
   - Compound
   - Complex

3. **The final exam is on Friday.**
   - Simple
   - Compound
   - Complex

4. **Lisa missed the quiz because she was late for class.**
   - Simple
   - Compound
   - Complex

5. **Register for your classes.**
   - Simple
   - Compound
   - Complex

6. **It is raining outside, but we still want to go for a hike.**
   - Simple
   - Compound
   - Complex

7. **I went to the grocery store, and I went to the bank.**
   - Simple
   - Compound
   - Complex

8. **Because it is raining, we cannot hike Mission Peak today.**
   - Simple
   - Compound
   - Complex

9. **I want a new car, but I haven’t saved enough money yet.**
   - Simple
   - Compound
   - Complex

10. **The Food Network is one of my favorite channels.**
    - Simple
    - Compound
    - Complex
Directions: Combine each pair of simple sentences to make a compound sentence. Remember to use and, but, or, or so. You will need to decide which word fits best.

Example: Do you want Mexican food? Do you want to stay home?
Answer: Do you want Mexican food, or do you want to stay home?

1. It snowed 18 inches overnight. Schools were cancelled.

2. Elena was calm after the accident. Richard was very nervous.

3. Peter drove to visit his friend. They went out to dinner.

4. It is raining. It is very cold.

5. Do you want to go golfing? Do you want to go bowling?
Directions: Write complex sentences using the sentence and phrases below. Remember to use the word because.

Example: Jared went to the hospital. (Why?) He was very sick.
Answer: Jared went to the hospital because he was very sick.

1. The man quit his job. (Why?) He won the lottery.

__________________________________________________________________________

2. Elena was calm after the accident. (Why?) No one was hurt.

__________________________________________________________________________

3. Peter drove to visit his friend. (Why?) It was his friend’s birthday.

__________________________________________________________________________

4. I passed my final exam. (Why?) I studied for hours.

__________________________________________________________________________

5. We need to go to the park. (Why?) The dog needs exercise.

__________________________________________________________________________
Directions: Write six sentences about the picture. Write two simple, two compound, and two complex sentences.

1.________________________________________________________________________
2.________________________________________________________________________
3.________________________________________________________________________
4.________________________________________________________________________
5.________________________________________________________________________
6.________________________________________________________________________