Assessment Data is from what semester?  Fall, 2014

Faculty Name(s):  Nancy Pauliukonis

1. Course Name and Number:

DEAF 175 IUPP Grammar I

2. List all Course SLOs from the Course Outline of Record:

1. Write sentences and paragraphs at the high intermediate to advanced ESL level, applying correct usage of standard English grammatical structures.
2. Identify and correct errors in syntax and logic in one's own written expressions.
3. Apply correct usage of words, phrases, clauses, and connectives to express relationships between ideas in written English sentences.

3. Specific Course SLO(s) assessed as part of this project:

2. Identify and correct errors in syntax and logic in one's own written expressions.

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.)

The students were asked to write a paragraph of 100-120 words in which they described what they would bury in a time capsule that would be unearthed 10 years in the future. They were asked to identify the items that they would put in the time capsule and explain why they would include each item.

The paragraphs were analyzed and the number and type of grammatical errors were tabulated to reveal frequency. The assessment focused on errors in 9 areas that were studied during the fall 2014 semester:  word form, pronoun, verb tense, subject/verb agreement, gerund/infinitive, singular/plural nouns, articles, modals, and run-ons/fragments.
6. Results and analysis of the data. (Attach any related documents at end of form.)

<table>
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<tr>
<th>Type of Error</th>
<th>AS</th>
<th>AV</th>
<th>CM</th>
<th>KT</th>
<th>LB</th>
<th>LP</th>
<th>MR</th>
<th>MH</th>
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The students’ achievement was classified in this way: 1-2 errors (Got it); 2-3 errors (Getting there); 4-5 errors (Not there yet); >5 errors (not even close).

The areas of greatest strength, where students made 0-1 error, were Modals (100%), Subject-Verb Agreement (81%), Word Form (87.5%), Pronouns (87.5%), and Gerunds/Infinitives (75%). With respect to gerunds and infinitives, a majority of the errors involved the incorrect use of infinitives.

Close behind were Run-ons/Fragments, where 25% of the students made more than 3 errors, and Singular/Plural Nouns where only one student made greater than 3 errors.

The areas of greatest weakness were the use of articles and verb tense, where 37.5% (verb tense) and 44% (articles) of the students made 0-1 error, though the fact that 50% of the students made only 2-3 verb tense errors is promising.

Overall, the results of this assessment are not surprising; the areas of general strength and weakness reflect fairly typical performance of English learners who are deaf. The reasons can be attributed in part to the complexity of the English verb tense system and its dissimilarity to the expression of time/aspect in ASL; the frequent reliance on the oral pronunciation of English words to determine article usage; the frequency with which certain grammatical structures appear in written English; and the amount of time devoted to each structure during the fall 2014 semester.

7. What are you going to do based on the results of the data? (Any planned revisions?)

Individualized instruction: In the spring 2015 semester, many of the same students will continue in DEAF 175B. These students will be given the opportunity to review the areas where they continue to make frequent errors.

Exposure: Particular emphasis will be placed on the correct usage of verbs and articles, with increased exposure to these structures in a variety of printed materials.

Analysis: Additional time will be devoted to analyzing sentence structure and recognizing and
correcting run-on, comma splice, and fragment errors.

Application: There is often the tendency for students to perform quite well on grammar exercises and exams and yet these skills are not generalized to their own original compositions. Additional writing assignments will be added to allow opportunity to apply the grammatical structures in their own sentences and paragraphs; the students will be guided through proofreading exercises to help them detect and correct grammatical errors.

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-cours eid.doc
Example: 2014spring-sloa-engl101c.doc