Assessment Data is from what semester? | Spring ‘15
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Faculty Name(s): | Sylvia Wood

1. Course Name and Number:
Deaf 131B Intermediate Literacy

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

1. Determine the meaning of unfamiliar words, including those that are used in the community, advertising, and media, by using context clues or by using a variety of written, pictorial, or ASL video resources.
2. Comprehend at a high-beginning ESL-level reading passage by identifying its overall main idea and summarizing the major points in ASL and/or in English
3. Distinguish fact from opinion, make appropriate inferences, and draw reasonable conclusions in response to high-beginning ESL-level textbook passages by providing correct responses to questions in ASL and/or English.
4. Retrieve information from a variety of printed materials that include brochures, Internet websites, news articles, and high-beginning ESL-level textbook passages by providing correct responses to questions in ASL and/or English

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

1. Determine the meaning of unfamiliar words, including those that are used in the community, advertising, and media, by using context clues or by using a variety of written, pictorial, or ASL video resources.
2. Make appropriate inferences and draw reasonable conclusions in response to high-beginning ESL-level textbook passages by providing correct responses to questions in ASL and/or English.
3. Retrieve information from a variety of printed materials that include brochures, Internet websites, news articles, and high-beginning ESL-level textbook passages by providing correct responses to questions in ASL and/or English

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.)
Frequent quizzes, class assignments and the final exam were used to assess the skills introduced
and reinforced during the semester. The final exam included a section separate from content taught previously in the semester to assess students’ ability to demonstrate expected learning outcomes with unfamiliar text. Students were asked to determine the meaning of unfamiliar words, identify true or false statements, and demonstrate comprehension of text by responding to questions in print English.

6. Results and analysis of the data. (Attach any related documents at end of form.)

| There was a notable improvement at retrieving information from text (responding to questions about text) but some demonstrated difficulty with determining meaning of unfamiliar words in context. Limited vocabulary and English skills present a barrier for most of the students in attempting to comprehend and interpret information from print English. |

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

| The curriculum will continue to provide exposure to meaningful/relevant text applicable to the interest level and life experiences of students with increased opportunities for vocabulary development. Students will be given opportunities to identify and elaborate on main ideas and supporting details using their primary language, ASL. Course will utilize more vocabulary building activities and guided practice in reading strategies such as using context and prior experience to determine meaning of unfamiliar words, distinguishing the main idea from any given text and identifying reasons, causes and similar concepts. |

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-coursetid.doc |
| Example: 2014spring-sloa-engl101c.doc |