Assessment Data is from what semester? Spring 2015

Faculty Name(s): Janice Orton

1. Course Name and Number:
DEAF-120B-01 Basic Writing and Grammar II

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 of increasing complexity and sophistication.
2. The student will compose original sentences at the beginning ESL level adhering to standard English rules of structure and word order and demonstrating increased length and sophistication.
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 demonstrate the ability to identify and correct errors 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.)
One portion of the assessment tool included student journals. Students wrote in a weekly dialogue journal. The dialogue journal was shared between teacher and student. I created a rubric in Blackboard to be used with the dialogue journal. The rubric addressed format, response, grammar targets, and editing. For the purpose of this report, I will only report on the editing section of the rubric statistics report created in Blackboard. In addition, the students were given paragraphs and then simple sentences to edit on a weekly basis. The editing tasks included grammar and usage concepts that had already been taught. Students edited these pages and then the class discussed the errors found in the sentences. Finally, one section of the final exam included the editing of simple sentences. The sentences on the final exam were taken from the exercises completed in class.
6. Results and analysis of the data. (Attach any related documents at end of form.)

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Competent</th>
<th>Novice</th>
<th>No Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student will demonstrate the ability to identify and correct errors in one's own written expressions in dialogue journal entries.</strong></td>
<td>Demonstrates proficiency in identifying and correcting errors in one's own written expressions in journals. (Rubric score of 5 – identified and corrected five errors.)</td>
<td>Demonstrates the ability to identify and correct errors in one's own written expressions in journals. (Rubric score of 4 – identified and corrected four errors.)</td>
<td>Demonstrates a beginning ability to identify and correct errors in one's own written expressions in journals. (Rubric score of 3 – identified and corrected one to three errors.)</td>
<td>Made no attempt to identify or correct errors in journal entries.</td>
</tr>
<tr>
<td></td>
<td>52%</td>
<td>11%</td>
<td>16%</td>
<td>21%</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Competent</th>
<th>Novice</th>
<th>Not Yet Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student will demonstrate the ability to correct errors in given sentences.</strong></td>
<td>Student corrects grammar and usage errors in given sentences. (Received an average score of 80% or higher on weekly practice.)</td>
<td>Student corrects grammar and usage errors in given sentences. (Received an average score of 70-79% on weekly practice.)</td>
<td>Student corrects grammar and usage errors in given sentences. (Received an average score of 60-69% on weekly practice.)</td>
<td>Student corrects grammar and usage errors in given sentences. (Received a score of 59% or lower on weekly practice.)</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>0%</td>
<td>30%</td>
<td>60%</td>
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<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Competent</th>
<th>Novice</th>
<th>Not Yet Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student will demonstrate the ability to correct errors in given sentences on the final exam. (Students have already been exposed to these sentences.)</strong></td>
<td>Student corrects grammar and usage errors in given sentences. (Received a score of 80% or higher this section of the final exam.)</td>
<td>Student corrects grammar and usage errors in given sentences. (Received a score of 70-79% on this section of the final exam.)</td>
<td>Student corrects grammar and usage errors in given sentences. (Received a score of 60-69% on this section of the final exam.)</td>
<td>Student corrects grammar and usage errors in given sentences. (Received a score of 59% or lower on this section of the final exam.)</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>10%</td>
<td>20%</td>
<td>60%</td>
</tr>
</tbody>
</table>
Notable Results:

A. Although the scores for the journals in general may look promising, very few students were able to identify their own errors. The students requested that the teacher indicate where an error may be located. After I identified editing targets, the students were able to correct them.

B. On the weekly editing practice, very few students were able to identify the two errors in each simple sentence. Errors included: capitalization, punctuation, subject-verb agreement, use of adjectives, use of negation, etc. All concepts had been covered in class.

C. The students had already practiced and discussed the editing of the sentences that were on the final exam. Students were also told to study the practice pages. Still, a large percentage of the students were unable to perform successfully on this section of the exam. Clearly, this task was beyond their reach.

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

First, I will identify common mistakes made by the students. Next, I will have students practice editing for specific mistakes. As I introduce editing given sentences, I will work on one skill at a time. For example, if the concept being taught is capitalization of proper nouns, then the practice sentences will only have errors with capitalization of proper nouns. Even though all of the concepts on the editing practice sheets were previously taught this semester, many students were not able to locate multiple types of errors and correct them. In addition, I will use daily class time to practice writing at the simple sentence level. After every new mechanics, sentence structure, or grammar concept, I will provide students with guided practice, and then give them opportunities to write using the new concept. I will then teach and guide students to follow the systematic steps of close editing. For example: students will read the sentence first. Then, they will check for spelling. Next, they will check for correct capitalization. After that, they will check for correct punctuation. Finally, they will check for correct grammar targets. (The steps included in close editing will be determined by students’ writing errors.) Students will work with classmates and individually to find errors in their writing and to edit these errors using close editing. Gradually, students will build their editing abilities to identify errors and edit short, original written passages.

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

(See attached documents below . . .)
Attaching all of the documents used to assess this SLO is not possible. For example, I cannot attach the students’ journals. I will attach the rubrics used and one report from the Rubrics Statistics report (each report is three pages long). I will attach an example of the weekly practice and the editing page of the final exam. I am hoping these will suffice.
Rubric Statistics Report

Overview
- Current Instrument Name: Dialogue Journal #6
- Rubric Name: Dialogue Journal Rubric
- Total Evaluations: 11
- Begin Date: Jan 1, 2001
- End Date: Jan 1, 2020

Rubric Overall Performance
Points Possible: 20.00

Average Rubric Performance

16.18
### Rubric Statistics Report

#### Rubric Analysis
Dialogue Journal Rubric

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<th>Actual</th>
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<tr>
<td>Response</td>
<td>5.00</td>
<td>4.02</td>
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<tr>
<td>Grammar Targets</td>
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<td>3.45</td>
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<tr>
<td>Editing Practice</td>
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<td>3.27</td>
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#### Frequency Distribution

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2 / 3
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#### Rubric Statistics Report

Dialogue Journal Rubric

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<th>Competent</th>
<th>Proficient</th>
<th>Number</th>
<th>Average</th>
<th>Median</th>
<th>Mode</th>
<th>Std. Deviation</th>
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<tbody>
<tr>
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<td>Points</td>
<td>0.00</td>
<td>3.00</td>
<td>4.00</td>
<td>5.00</td>
<td>11</td>
<td>4.73</td>
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<td>Response</td>
<td>Points</td>
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<td>4.82</td>
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<tr>
<td>Grammar Targets</td>
<td>Points</td>
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<td>4.00</td>
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<td>3.45</td>
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<tr>
<td>Editing Practice</td>
<td>Points</td>
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<td>3.00</td>
<td>4.00</td>
<td>5.00</td>
<td>11</td>
<td>3.27</td>
<td>5.00</td>
<td>2.24</td>
</tr>
</tbody>
</table>
Sample Weekly Practice Editing Page

Name: 

Date: 

Editing Practice

DIRECTIONS: There are two errors in each sentence. Find the errors and correct them.

1. I are very happy
2. she like dogs.
3. He don't like homwork.
4. Are he sick.
5. They studies on noon.

Score:
Part V. **Editing**

**Directions:** There are two errors in each sentence. Find the errors and correct them.

1. Alan live in austin, TX.

2. He don’t like homework.

3. Are he sick.

4. We learning english.

5. I studies on the library.

6. The boat blue are new.

7. When we going outside.

8. The camera no work

9. she drive to work.

10. She was buyed two new book.

11. He no like mexican food.

12. sara is studied.

13. Roberto have two apple.

14. she was worked yesterday.

15. Paul were studying when mary texted him.