

(ESL-C010) Course Level SLO & Qualitative Notes

Given writing prompts, the student will write grammatically-correct English sentences in the simple present and present progressive tenses.

83316-(ESL-C010-001)-Grammar 1B
by Patricia Armendariz

64% of students met 100% of the SLO. I think this is a good number because of the range of abilities in one class. I held 3 students to repeat 1B because of their inability to understand my direction after being in my class for one semester. 2 students went on to level 2. the rest of the students moved up to level 1C. The SLO I used did not incorporate simple present and present continuous. I used more complex grammar appropriate for 1B.

In a conversation, the student will appropriately and correctly ask and answer questions in the simple present and present progressive tenses.

83316-(ESL-C010-001)-Grammar 1B
by Patricia Armendariz

64% of the SLO's were met by the students. I would like to try a different assessment tool to measure the speaking portion of this class for next semester. I would like for the percentile to be in the range of 70% reach 100% for next semester.

(ESL-C017) Course Level SLO & Qualitative Notes

In a spontaneous conversation, the student will ask and answer five questions appropriately, using grammatically-correct English sentences.

83319-(ESL-C017-001)-Listening/Conversation 1B
by Loretta Davis,Sherry Keefer

34 students took this assessment, and 27 of them or 79% met this SLO. The other 21% did not meet the SLO. Some of these Ss had ESL skills too low for this class when they entered the class. These 8 students will be moved to a lower level for next semester. They have been failing almost all of their tests and quizzes. We are working more with the students who partially met this SLO, and we expect they will probably improve their skills before the end of this semester. For next semester, we need to spend more time on conversations, asking and answering questions. We need to supplement the text which only had 1 conversation p/unit. We need to assess this SLO with several activities next time.

The student will listen to a brief narrative in English and correctly answer eight out of ten questions about the content of the narrative.

83319-(ESL-C017-001)-Listening/Conversation 1B
by Loretta Davis,Sherry Keefer

38 students completed this SLO as part of their unit 3 test. 55% of them fully met this SLO or 21 of them; 27% of them partially met this SLO or 10 of them. The remaining 17% failed the SLO or 6 of them. This SLO was listening to a narrative (paragraph) and comprehending it, then answering questions. I played the CD twice for all students. While most students could understand it although it was at normal American English speed, some students couldn't understand it at all, and said that it was too fast. These are the same 7-8 students who have VERY poor listening skills and should go back to a lower level ESL until they improve these skills. The remaining students continue to improve each month this semester. Next semester, we need to use a listening test as part

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of our assessment during the first week of class to determine if the ESL placement level is appropriate for all the students. Also next semester we should assess this SLO several times instead of one time.

(ESL-C020) Course Level SLO & Qualitative Notes

Given writing prompts, the student will write grammatically-correct English sentences in the present and past simple, progressive, and perfect tenses.

83317-(ESL-C020-001)-Grammar 2A
by Beverly Gandall

Written Assessments: SLO 1 Present vs Present Progressive SLO 2 Simple Past-Past Progressive SLO 3 Simple Past-Present Perfect Students had a variety of writing prompts from multiple choice to scrambled sentences to free-writing complete sentences. More than half the students met the SLO's, a quarter partially met them, and a little over 20% failed to meet the SLO's. In all cases, failures are students who did not attend that day netting them a zero, and students who attend class sporadically, and seldom do homework. Weaknesses: SLO 1: Stative and action forms of the verbs "have", "Think" and "think about". SLO 2: a degree of confusion in the use of "when" and "while" SLO 3: word order in questions in the past and present perfect tenses; irregular past participle forms. As time permitted, I gave students extra practice in each area of weakness. If I teach the same level in a future class, I will spend more time on each of the weak areas. I will also create short practices with quizzes in these areas.

83323-(ESL-C020-002)-Grammar 2A
by Karen Loester

Given writing prompts, the student will write 4 grammatically-correct English sentences in the simple present and present progressive tenses. On 9/11-13, the students took the test. On 9/15, Karen Loester found that 53% of the students achieved the SLO. More practice on when to use these verb tenses and how to write them correctly is needed.

In a conversation, the student will appropriately and correctly ask and answer questions in the present and past simple, progressive, and perfect tenses.

83323-(ESL-C020-002)-Grammar 2A
by Karen Loester

Given a verbal prompt, the student will appropriately and correctly ask and answer 1 subject or object question in the simple present tense. On 11/6-15, the assessment was given. On 11/17, Karen Loester found that 82% of the students achieved the SLO. No major change is needed.

83317-(ESL-C020-001)-Grammar 2A
by Beverly Gandall

ORAL Assessments: SLO 1 Present vs Present Progressive SLO 2 Simple Past-Past Progressive SLO 3 Simple Past-Present Perfect SLO 1 Student partners discussed various pictures they were given and needed to ask questions about what is happening in the pictures and respond to partners' questions about these activities in accurate and complete statements and questions. The teacher circulated grading their performances. In the cases of SLO 2 and SLO 3 students were given communicative oral prompts. They mixed with their classmates and in complete questions and statements asked and responded to a variety of questions. For SLO 2: Students were given examples such as: last New Year's Eve; this morning at 8PM; and needed to accurately ask questions of their classmates using the appropriate grammar and verb tense, and to answer several such questions in complete sentences using accurate grammar and tense. The SLO 3 oral assessment was similar in design only the phrases were prompts for the present perfect eg Find Someone who has: Person: When? Eat an unusual Food [Have you ever eaten an unusual food? When?] Live in another city, had more such questions. As in Tests 1 and 2, Teacher circulated in Test 3 to note the accuracy in their oral questions and answers. More than half the students met the ORAL SLO's, a quarter partially met them, and a little over 20% failed to meet the SLO's. In all cases, failures are students who did not attend that day netting them a zero, and students who attend class sporadically, and seldom do homework. Weaknesses: Appropriate use of the present and past progressive is an area that needs more practice. In conversation, the ability to switch back and forth

between the Present Perfect and the Simple Past needs more practice. eg: Have you ever won a prize? No, I haven't, but Anh has. When? She won a prize in a singing contest when she lived in Vietnam". Students often said, incorrectly, "She has won a prize when she lived in VN." In future, I will design extra practice in these areas of weakness.

(ESL-C021) Course Level SLO & Qualitative Notes

Given sentences with errors in the use of the present and past tenses, modals, and adjective clauses, the student will accurately correct 80% of the errors.

83921-(ESL-C021-001)-Grammar 2B
by Karen Loester, Sharon Shibata

On December 5, 2012, Sharon Shibata tested 23 students on their ability to correct errors in the use of modals and the simple past and present perfect tenses. The statistics do not include the 3 zero unit students that took the tests. The statistics do however include 4 students that did not take the tests and are no longer attending the class. Their scores are indicted as 0s and as failing to meet the SLOs. One student stopped attending because he found employment that conflicts with the class hours. Another student had to suddenly return to his native country. Of those included in the statistics, 56% fully met the SLO, 16.67% partially met the SLO and 26.67% failed to meet the SLO. The statistics for the 23 students that actually took the tests (0 and 3 unit students) are as follows: 17 students (73.91%) fully met, 5 students partially met (21.73%) and one student (4.35%) failed to meet the SLOs. In the future I would give error correction exercises. In addition, the past modals "should have" and "must have" were tested. It was a new concept and more practice was needed prior to testing.

Given writing prompts, the student will write grammatically-correct English sentences in the simple present, simple past, present and past progressive, and present and past perfect tenses.

83921-(ESL-C021-001)-Grammar 2B
by Karen Loester, Sharon Shibata

Given writing prompts, the student will write 4 grammatically-correct English sentences in the simple present and present progressive tenses. On 9/10 and 17, Karen Loester found that 87% of her students partially or fully achieved the SLO. No major change needed.

(ESL-C030) Course Level SLO & Qualitative Notes

Given sentences with errors in the use of modal auxiliaries, adjective clauses, and adverb clauses, the student will accurately correct 80% of the errors.

83318-(ESL-C030-001)-Grammar 3A
by Valerie Gustaveson

The students were instructed to find the errors in the sentences. Unfortunately, a number of the students did not look for more than one error in each sentence. Had they looked at each sentence a little more carefully, I believe they would have found more errors. The numbers are slightly screwed because one student was a "no show", and a second student is still on the roster even though I sent her to a lower level at the beginning of the semester.

Given writing prompts, the student will write grammatically-correct English sentences in the simple, progressive, perfect, and perfect progressive tenses.

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83318-(ESL-C030-001)-Grammar 3A
by Valerie Gustaveson

The numbers are slightly skewed because two students could not do the test. One of them was a "no show", and the other was sent to a lower level. This resulted in two zero grades for them. The students were able to form the tenses well; only one student was confused with the name of a tense and received a zero grade. The more difficult part of the test was the correct completion of the sentences.

(ESL-C041) Course Level SLO & Qualitative Notes

Given writing prompts, the student will write grammatically-correct English sentences in the simple present, present progressive, simple past, and future tenses.

83294-(ESL-C041-001)-Intensive Grammar 1C
by Rachel Don,Jaime Mendoza

Some students need additional practice

In a conversation, the student will appropriately and correctly ask and answer questions in the simple present, present progressive, simple past, and future tenses.

83294-(ESL-C041-001)-Intensive Grammar 1C
by Rachel Don,Jaime Mendoza

Some students need additional practice

(ESL-C043) Course Level SLO & Qualitative Notes

After reading a short paragraph, the student will correctly identify its main idea and supporting details.

83302-(ESL-C043-002)-Intensive Read/Write 1B
by Marcia Takacs

In the Fall Semester of 2012, students in the ESL reading/writing 1B were tested regularly to monitor their progress with the student learning outcome. Weekly they were given reading assignments with questions to identify the main idea. Results show that only 75% of the students fully met the student learning outcome.... But four students who did not meet the SLO had dropped the class and were still on seaport. Of the 24 students who took the final SLO test, all 24 students received %80 or better on this test. The instructor will not modify the SLO and will continue to emphasize the need to identify the main idea and it's supporting details.

Given a short reading passage, the student will write correct answers to seven out of ten simple written questions about its content.

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83302-(ESL-C043-002)-Intensive Read/Write 1B
by Marcia Takacs

In the Fall Semester of 2012, students in the ESL reading/writing 1B were tested regularly to monitor their progress with the student learning outcome. Weekly they were given writing assignments in which they were to answer simple written questions about the content of a reading passage. Results show that only 75% of the students fully met the student learning outcome.... But four students who did not meet the SLO had dropped the class and were still on seaport. Of the 24 students who took the final SLO test, all 24 students received %80 or better on this test. The instructor will not modify the SLO and will continue to emphasize the need to write correct answers to simple questions about a short reading passage.

(ESL-C045) Course Level SLO & Qualitative Notes

After reading a paragraph of text, the student will correctly identify its main idea and supporting details.

83303-(ESL-C045-001)-Intensive Read/Write 1C
by Anita Preciado

The results indicate that 89.13 met the Student Learning outcome. Some students, 2.17%, partially met the Student Learning Outcome because these students generally rush to complete tests and don't read the information carefully. The other 8.70% of students failed the SLO because they struggle in class but don't take time to meet the teacher during designated office hours for additional help. These students are older adults (65 yrs+), sometimes get confused with the information they are reading, need more individual help, and can't see due to failing eyesight. Perhaps we need to provide a magnifying glass for each of these students.

Given a short reading passage, the student will write correct answers to seven out of ten written questions about its content.

83303-(ESL-C045-001)-Intensive Read/Write 1C
by Anita Preciado

The results show that 91.30% of the students fully met the Student Learning Outcome. Results also indicate that 4.35% of the students partially met the SLO and another 4.35% failed to meet the SLO. These students were the same students who are 65 yrs.+ who need individual help on a weekly basis but never show up for help. I will offer extra credit to students each time they come for help every Monday, Tuesday and Wednesday afternoon.

(ESL-C050) Course Level SLO & Qualitative Notes

Given writing prompts, the student will write grammatically-correct English sentences in the present and past simple, progressive, and perfect tenses.

83778-(ESL-C050-001)-Intensive Grammar 2A
by Suzanne Chase

On November 26, 2012 and December 3, 2012, Sue Chase administered a SLO assessment on each one of these dates. On the first date of assessment, students completed conversations with a given verb using the simple present or present progressive verb tenses. On the second date of this SLO, students wrote sentences about a picture prompt using the simple past and present perfect verb tenses. The instructor found that all students (100%) were successful achieving SLO on the first date of testing. On the second date of testing, she found that 21 students (95%) out of 22 achieved SLO. One student was not present at this time and could not be captured for SLO assessment. No major change is needed at this time. The students are working at their ability level or slightly higher. The textbook Fundamentals of English Grammar is appropriate and effective in the teaching of these major verb tenses.

83295-(ESL-C050-003)-Intensive Grammar 2A
by Elizabeth Dalbey,Georgette Davis

All the students were able to write basic sentences with a subject and verb. A few of them could not correctly use the present perfect tense. And a few of them did not put adverbs in the correct position in the sentence.

In a conversation, the student will appropriately and correctly ask and answer questions in the present and past simple, progressive, and perfect tenses.

83295-(ESL-C050-003)-Intensive Grammar 2A
by Elizabeth Dalbey,Georgette Davis

All the students can ask and answer questions in the present and simple past tense. They can ask and answer questions in the present and past progressive tenses. As in the writing, a few of them are unclear how to use the present perfect. They know the correct form, as in the writing, but they are not always sure when to use it.

83778-(ESL-C050-001)-Intensive Grammar 2A
by Suzanne Chase

On November 28, Sue Chase gave directions to students in ESL Grammar 2A to make questions with the given words on the prompt page. Students were to ask questions in the simple present, simple past, present continuous, and present perfect tenses. Students walked around the room asking and answering questions with a partner. Their answers had both short and long responses. This instructor found that 21 students(95%) out of 22 were able to ask and answer questions successfully. One student (.045)out of 22 was not captured in this SLO assessment. No major change is needed. More frequent practices of this nature in class may help students' conversation skills and provide students with a better understanding of the grammar structure of the question and answer.

(ESL-C051) Course Level SLO & Qualitative Notes

Given sentences with errors in the use of the present and past tenses, modals, and adjective clauses, the student will accurately correct 80% of the errors.

83296-(ESL-C051-001)-Intensive Grammar 2B
by Anita Preciado

Results show that 87.88% of the class fully met the Student Learning Outcome. Also 9.09% partially met the Student Learning Outcome because these students didn't follow through to complete online exercises which is required as part of the class work. The 3.03% of students who failed to meet the Student Learning Outcome miss class occasionally, almost never complete the online exercises or complete textbook exercises in class, and never take time to see me for extra tutoring while I have office hours. These students have a part-time or full-time job, have family responsibilities and don't have free time to study online.

83924-(ESL-C051-002)-Intensive Grammar 2B
by Christopher Mefford

Editing section of the Chapter 12, Mid and Final Exams

Given writing prompts, the student will write grammatically-correct English sentences in the simple present, simple past, present and past progressive, and present and past perfect tenses.

83924-(ESL-C051-002)-Intensive Grammar 2B
by Christopher Mefford

Sentence generation section of the Chapter 12, Mid and Final exams Students were given a sequence of pictures. They had to write at least one sentence for each separate picture using a particular grammar point.

83296-(ESL-C051-001)-Intensive Grammar 2B
by Anita Preciado

All students met the Student Learning Outcome required for this course. Students wrote grammatically-correct sentences in the tenses required for the SLO.

(ESL-C053) Course Level SLO & Qualitative Notes

Given a short reading passage, the student will correctly identify the main idea and supporting details.

83304-(ESL-C053-001)-Intensive Read/Write 2A
by Georgina Ching Man, Valerie Gustaveson

Reading 2A Fall 2012 In the Fall semester of 2012, the students in the ESL READING/WRITING 2A CLASS were given a lesson on identifying the main idea and supporting details of a paragraph. Of the 36 students who were assessed, 35 students [97.3%] met the SLO in identifying the topic sentence and the supporting details. The one student who partially met the SLO needs to work on understanding the differences between a main idea and supporting information. Instructors will not modify the SLO at this point.

83779-(ESL-C053-002)-Intensive Read/Write 2A
by Barry Seyster

Reading quizz scores reflect 100% of comprehension of main idea(s) and supporting details.

Given a writing prompt, the student will write a grammatically-correct paragraph with a topic sentence and supporting details.

83779-(ESL-C053-002)-Intensive Read/Write 2A
by Barry Seyster

Summaries based on text passage, unit 7.

83304-(ESL-C053-001)-Intensive Read/Write 2A
by Georgina Ching Man, Valerie Gustaveson

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This SLO was administered on December 3 when the students should have been able to write their best paragraphs. The numbers are skewed because seven students did not write a paragraph. Two students had gone to Vietnam for a daughter's wedding, and three students had recently stopped attending. Those who wrote the paragraphs showed that they had learned about topic sentences, supporting sentences, and concluding sentences.

(ESL-C055) Course Level SLO & Qualitative Notes

Given a short reading passage, the student will correctly identify the main idea and supporting details.

83305-(ESL-C055-001)-Intensive Read/Write 2B
by Elizabeth Dalbey,Georgette Davis

All of the students in attendance were able to identify the main idea and supporting sentences in the reading passage. Several students demonstrated some uncertainty about which sentences were supporting, and therefore, showed only partial understanding. The students who failed are no longer attending and were not present during the testing.

83926-(ESL-C055-002)-Intensive Read/Write 2B
by Katherine Sleep

On November 29, students read a short story about "colors around the world". They then responded to a 15-item quiz about the main idea and supporting details. In general, students did an excellent job recognizing the difference between the main idea and details.

Given a writing prompt, the student will write a grammatically-correct paragraph with a topic sentence and supporting details.

83926-(ESL-C055-002)-Intensive Read/Write 2B
by Katherine Sleep

On November 8, 2012, students wrote one paragraph using the present progressive tense to describe a picture. They used a topic sentence to introduce the people in the picture and their relationship and then used details to create and support their own interpretation of the activities in the picture. Some students still had problems understanding when and how to use the present progressive tense. This tense needs to be an ongoing grammar topic for students at Level 2B.

83305-(ESL-C055-001)-Intensive Read/Write 2B
by Elizabeth Dalbey,Georgette Davis

The students were given a writing prompt and demonstrated their understanding by writing a grammatically correct paragraph with a topic sentence and supporting details. Several students did not show a clear topic sentence and were only partially successful. Those students who failed to meet the competency are no longer attending and were not present to write a paragraph.

(ESL-C058) Course Level SLO & Qualitative Notes

In a spontaneous conversation, the student will ask and answer five questions appropriately, using grammatically-correct English sentences.

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83310-(ESL-C058-001)-Intensive Listen/Convers 2
by Amy Yue, Sharon Shibata

I asked them eight questions and they had to answer five correctly using the same tense. I was the doctor and they were the patients. I tested them one by one. This was part of my final exam. They got to study the questions ahead of time.

The student will listen to a dialog in English and correctly answer eight out of ten questions about the content of the dialog.

83310-(ESL-C058-001)-Intensive Listen/Convers 2
by Amy Yue, Sharon Shibata

This SLO was my third quiz. It was called a Listening Quiz. Anyway, I had them listen to a mhhe website and then I printed out ten multiple choice questions and distributed that.

(ESL-C060) Course Level SLO & Qualitative Notes

Given sentences with errors in the use of modal auxiliaries, adjective clauses, and adverb clauses, the student will accurately correct 80% of the errors.

83297-(ESL-C060-002)-Intensive Grammar 3A
by Dorothy Beaver

A small percentage of students failed to meet the SLO. The most difficult area was modals, especially recognizing the different meanings of modals of necessity, prohibition, and past modals of possibility.

83928-(ESL-C060-001)-Intensive Grammar 3A
by Linda Maynard

One student did not achieve a full 80% on the assessment and only scored a 70% on this assessment. Zero unit students are not factored into these results even though they did complete the assessments.

Given writing prompts, the student will write grammatically-correct English sentences in the simple, progressive, perfect, and perfect progressive tenses.

83297-(ESL-C060-002)-Intensive Grammar 3A
by Dorothy Beaver

A small percentage of students failed to meet the SLO. They were tested on all verb tenses; however, the future perfect and future perfect progressive tenses are difficult for students. This is their first introduction to these two tenses, and it normally requires more than one semester before students can fully understand these verb tenses.

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83928-(ESL-C060-001)-Intensive Grammar 3A
by Linda Maynard

Three students did not achieve an 80% on this assessment but did score in the 70% range. Zero unit students do not figure into the statistics even though they completed the assessments.

(ESL-C063) Course Level SLO & Qualitative Notes

Given a short argument essay or article, the student will accurately paraphrase the main idea and supporting arguments.

83930-(ESL-C063-002)-Intensive Read/Write 3A
by Gladys Kempe

This class had both credit and zero unit students attending, which affected the final percentages. Also, next semester I will include more practice activities. The students were able to find the main idea and supporting arguments, but they had difficulty paraphrasing them without plagiarism.

Given a writing prompt, the student will write a unified, coherent, grammatically-correct paragraph with a topic sentence and supporting details.

83930-(ESL-C063-002)-Intensive Read/Write 3A
by Gladys Kempe

In a class with both credit and non-credit students, the percentages achieving the SLOs are variable. The students who did not fully meet the standard had serious attendance problems. Although they attempted to do the work, they missed important classes and opportunities to practice key ideas. Students at this level try to balance work and school, and sometimes it is the schoolwork that suffers.

(ESL-C068) Course Level SLO & Qualitative Notes

After listening to a short narrative, the student will interact with a fellow student by asking and answering three appropriate and grammatically-correct questions about the narrative.

83311-(ESL-C068-001)-Intensive Listen/Convers 3A
by Sheryl Lee

The following results were found of the 42 students assessed on this outcome: 68.89% achieved the expected learning outcome. 17.78% partially met the expected learning outcome. 13.33% did not achieve the SLO. Of the 13.33% who did not achieve the SLO, most had difficulty with question formation and verb tenses. For future use of the results, instruction will include increased student practice on listening and question formation. In addition, a student handout will be provided on question formation.

The student will take notes while listening to a short lecture and use the notes to answer five questions about the lecture. He will answer four of the five questions correctly.

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83311-(ESL-C068-001)-Intensive Listen/Convers 3A
by Sheryl Lee

The following results were found of the 41 students assessed on this outcome: 71.11% achieved the expected learning outcome. 11.11% partially met the expected learning outcome. 17.78% did not achieve the SLO. Of the 17.78% who did not achieve the SLO, most had difficulty listening for the main ideas and details. For future use of the results, instruction will include increased student practice on listening for the main ideas and details.

(ESL-C138) Course Level SLO & Qualitative Notes

After listening to a short narrative, the student will interact with a fellow student by asking and answering three appropriate and grammatically-correct questions about the narrative.

83321-(ESL-C138-001)-Listening/Conversation 3B
by Anhvy Do

Though the SLO was not met, there are a few reasons for this, which are absences on the day of the assesment, lack of proficiency (some studentds have opted to take one level lower in the spring), and percentage of non-credit students. In the future, I plan to increase grammar-based lessons with the listening and conversation pair/group/in-class discussions.

The student will take notes while listening to a short lecture and use the notes to answer five questions about the lecture. He will answer four of the five questions correctly.

83321-(ESL-C138-001)-Listening/Conversation 3B
by Anhvy Do

Though the SLO was not met, there are a few reasons for this, which are absences on the day of the assesment, lack of proficiency (some studentds have opted to take one level lower in the spring), and percentage of non-credit students. In the future, I plan to add note-taking skills as part of my lessons.

(ESL-C141) Course Level SLO & Qualitative Notes

Given a writing prompt, the student will write a coherent, unified, grammatically-correct paragraph in English. The paragraph will include a topic sentence and supporting details.

83780-(ESL-C141-001)-Grammar/Writing 4B
by Lynn Walker

This class does not primarily focus on paragraph writing. This class is primarily an error correction course. Therefore, the fact that one-quarter of the students were unable to meet this SLO does not particularly concern the instructor at this time. Nonetheless, it is evident that more detailed preparation for the assignments that involve short paragraph writing would be beneficial.

Given sentences with grammatical errors, the student will accurately correct 60% of the errors.

83780-(ESL-C141-001)-Grammar/Writing 4B
by Lynn Walker

Since more than 85% of the students were able to meet this SLO, the instructor feels that the outcome is satisfactory and that no major changes in instruction are necessary.

(ESL-C150) Course Level SLO & Qualitative Notes

Given sentences with errors in the use of noun, adjective, and adverb clauses, the student will accurately correct 80% of the errors.

83298-(ESL-C150-001)-Intensive Grammar 3B
by Ky Nguyen

I will spend more time teaching Chapter 20 (Conditional Sentences & Wish) and give more homework for this chapter. It combines Conditional Sentences and Wishes, which are usually taught in two separate chapters in most grammar books. This combination resulted in too much for students to understand and remember.

Given writing prompts, the student will write grammatically-correct English sentences in the simple, progressive, perfect, and perfect progressive tenses.

83298-(ESL-C150-001)-Intensive Grammar 3B
by Ky Nguyen

I will spend more time teaching Chapter 13 and give more homework because this chapter is one of the longest chapters. It has 11 grammar points. Students seemed to have trouble understanding and remembering them.

(ESL-C153) Course Level SLO & Qualitative Notes

Given a short argument essay or article, the student will accurately paraphrase the main idea and supporting arguments.

83299-(ESL-C153-001)-Intensive Reading/Writing 3B
by Duane Ratzlaff

Five students from my roster did not take the test and were given zeros. This fact skewed the numbers.

Given a writing prompt, the student will write a unified, coherent, grammatically-correct paragraph with a topic sentence, supporting details, and a conclusion.

83299-(ESL-C153-001)-Intensive Reading/Writing 3B

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by Duane Ratzlaff

This is the weakest class of writers that I have had a Le-Jao. It is also the largest class that I have had. More students than usual seemed disengaged.

(ESL-C158) Course Level SLO & Qualitative Notes

After listening to a short narrative, the student will interact with a fellow student by asking and answering three appropriate and grammatically-correct questions about the narrative.

83312-(ESL-C158-001)-Intensive Listen/Convers 3B
by Anhvy Do,Beverly Gandall,Georgina Ching Man,Patricia Armendariz

Though the SLO was not met, there are a few reasons for this, which are absences on the day of the assesment, lack of proficiency (some studentds have opted to take one level lower in the spring), and percentage of non-credit students. In the future, I plan to add more grammar-based lessons and integrate more listening-skill activities with oral question and answer periods.

The student will take notes while listening to a short lecture and use the notes to answer five questions about the lecture. He will answer four of the five questions correctly.

83312-(ESL-C158-001)-Intensive Listen/Convers 3B
by Anhvy Do,Beverly Gandall,Georgina Ching Man,Patricia Armendariz

Twenty-seven students were assessed after having watched a 4 minute dvd on solar power. They watched the video twice, took notes while watching, then discussed the dvd with a small group. Two days later the students were given the written assessment for listening comprehension. Results: 3 100% 18 80% 2 60% 4 40% 78% passed the listening assessment.

(ESL-C160) Course Level SLO & Qualitative Notes

Given a writing prompt, the student will write a coherent, unified, grammatically-correct paragraph in English. The paragraph will include a topic sentence, supporting details, and a conclusion.

83307-(ESL-C160-001)-Intensive Grammar/Write 4A
by Sandra Woodruff

In this class I had several students who did not belong because their skill level was low. It was not possible to move them down to their level; consequently, they suffered all semester and, of course, brought the class average down.

Given twenty sentences with grammatical errors, the student will accurately correct 80% of the errors.

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83307-(ESL-C160-001)-Intensive Grammar/Write 4A
by Sandra Woodruff

This class had a number of students who lacked basic grammar skills but who had passed the grammar class, where little writing is required. Students like that have a difficult time applying what they've learned in a real writing situation. Next semester I may try giving them model sentences, which could help to a certain extent.

(ESL-C412) Course Level SLO & Qualitative Notes

Given writing prompts, the student will write simple grammatically-correct English sentences with subjects, verbs, and objects.

81258-(ESL-C412-004)-ESL Sentence Structure 1
by Julie Jones, Wendy Maccoun

Students were given ten sentences and asked to diagram the sentences identifying various parts of each sentence. Possible categories were: subject/verb/object of verb/preposition/object of preposition. Example: Children like candy. (Subj) (verb) (obj of verb) The teacher is erasing the board with her hand. (Subj) (verb) (obj) (prep) (obj/prep) The students were very successful in identifying parts of a sentence. No changes are needed in this assessment.

83045-(ESL-C412-026)-ESL Sentence Structure 1
by Marc Kepler

The students needed to write five grammatically accurate sentences. Most of the errors were with subject/verb agreement, and several had trouble with the object.

81386-(ESL-C412-011)-ESL Sentence Structure 1
by Sally Scoggin

This SLO was given later in the semester. I would introduce this concept earlier in the semester and focus more clearly on the SLO.

In a conversation, the student will appropriately ask and answer tensimple questions with 80% accuracy.

81386-(ESL-C412-011)-ESL Sentence Structure 1
by Sally Scoggin

Some students took assessments as make-up tests. Because of absenses, the students were less prepared.

83045-(ESL-C412-026)-ESL Sentence Structure 1
by Marc Kepler

Marc Kepler administered the SLO over the week of Oct. 15 to 18, 2012. The students practiced answering and asking questions with partners for a considerable length of time before doing the SLO in front of the teacher. Over 80% fully achieved the SLO.

Student Outcomes Qualitative Notes during CCC Fall 2012 for ESL

81258-(ESL-C412-004)-ESL Sentence Structure 1
by Julie Jones,Wendy Maccoun

In pairs, students asked and answered 10 questions using the present continuous tense. Students successfully formed yes/no questions and information questions using what/when/where and formed responses to the questions using short answers. One student's score was passing at 70%, but her score might improve if her attendance in class were more consistent to allow for more conversation practice with the grammar. No changes are necessary at this time.

(ESL-C414) Course Level SLO & Qualitative Notes

After reading a short paragraph, the student will correctly identify its main idea and supporting details.

83050-(ESL-C414-013)-Reading & Writing 1
by Jaime Mendoza,Rachel Don

poor attendance due to work schedule. A few students are on the list but aren't attending.

Given a short reading passage, the student will correctly answer seven out of ten simple written questions about its content in complete sentences.

83050-(ESL-C414-013)-Reading & Writing 1
by Jaime Mendoza,Rachel Don

poor attendance due to work schedule. A few students are on the list but aren't attending.

(ESL-C416) Course Level SLO & Qualitative Notes

In a spontaneous conversation, the student will ask and answer five questions appropriately, using grammatically-correct English sentences.

81284-(ESL-C416-004)-Listen/Conversation 1
by Norma C. McGeoch

Students were asked to respond to questions based on units completed in class. Analysis showed difficulty regarding information asked from an addressed envelope. In all fairness, given time restrictions because of CASAS testing and registration this item could have been taught more thoroughly. Prepositional placement questions were well answered. The Simple Present Tense had just been introduced and students showed good versatility with their responses.

The student will respond correctly and appropriately to at least eight out of ten simple spoken commands in English.

81284-(ESL-C416-004)-Listen/Conversation 1
by Norma C. McGeoch

Students did really well on this listening test. As a beginning ESL group students were initially given time to look over the responses before hearing the actual questions. Questions were repeated three times which is recommended in the testing protocol.
