

CSLO	Learning	Improvement	Improvement																																																							
<p>CSLOs Assessed</p>	<p>Answer the following question for each CSLO: What did we learn from the assessment?</p>	<p>For at least 1 CSLO identify one strategy to try that may improve student learning. Answer the following question: What do we plan next to improve student learning?</p>	<p>Identify the term and year the improvement will be implemented (i.e. Fall 11)</p>																																																							
<p>CSLO#: 1</p> <p>CSLO Description: Identify, distinguish, problem solve, and edit as needed appropriately and inappropriately used grammar structures in mainly authentic as well as some adapted and all student-produced aural/oral and written discourse.</p>	<p>Final Exam Scores Overall</p> <ul style="list-style-type: none"> • High proficiency = 16% • Above 'meets proficiency' = 31% • Meet proficiency = 28% • Below proficiency = 25% <p>There was a 75% "C" and above pass rate for this section of ESL-023 on the final exam.</p> <table border="1" data-bbox="673 1050 1047 1785"> <thead> <tr> <th></th> <th>%A</th> <th>%B</th> <th>%C</th> <th>%BELOW</th> </tr> </thead> <tbody> <tr> <td>Reflexive & Reciprocal Pronouns</td> <td>16</td> <td>56</td> <td>9</td> <td>19</td> </tr> <tr> <td>Phrasal Verbs</td> <td>63</td> <td>19</td> <td>9</td> <td>9</td> </tr> <tr> <td>Present Perfect with Since and For</td> <td>63</td> <td></td> <td>34</td> <td>3</td> </tr> <tr> <td>Present Perfect with Already and Yet</td> <td>16</td> <td></td> <td>31</td> <td>53</td> </tr> <tr> <td>Present Perfect Indefinite Past</td> <td>47</td> <td></td> <td>40</td> <td>12</td> </tr> <tr> <td>Present Perfect Progressive and Present Perfect</td> <td>38</td> <td>25</td> <td>13</td> <td>38</td> </tr> <tr> <td>Adj and Adv Comparisons</td> <td>6</td> <td>16</td> <td>25</td> <td>44</td> </tr> <tr> <td>Gerunds</td> <td>34</td> <td>16</td> <td>22</td> <td>32</td> </tr> <tr> <td>Infinitives</td> <td>28</td> <td>38</td> <td>9</td> <td>34</td> </tr> <tr> <td>Preferences</td> <td>34</td> <td>19</td> <td></td> <td>48</td> </tr> </tbody> </table>		%A	%B	%C	%BELOW	Reflexive & Reciprocal Pronouns	16	56	9	19	Phrasal Verbs	63	19	9	9	Present Perfect with Since and For	63		34	3	Present Perfect with Already and Yet	16		31	53	Present Perfect Indefinite Past	47		40	12	Present Perfect Progressive and Present Perfect	38	25	13	38	Adj and Adv Comparisons	6	16	25	44	Gerunds	34	16	22	32	Infinitives	28	38	9	34	Preferences	34	19		48		
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<p>CSLO#: 3</p> <p>CSLO Description: Understand natural speech and authentic discourse on familiar, new, abstract, and academic topics, with understanding only moderately affected by length, familiarity, and cultural knowledge.</p>	<p>Unit 33 Achievement Test Part I Listening</p> <ul style="list-style-type: none"> • High proficiency = 17% • Above 'meets proficiency' = 25% • Meet proficiency = 42% • Below proficiency = 20% <p>There was an 80% "C" or above pass rate for this section of ESL-023 on the listening section of the final unit achievement test.</p>																																																									

<p>CSLO#: 5</p> <p>CSLO Description: Complete and write paragraph length responses that demonstrate a) accurate use of the present perfect with <i>since, for, already, yet,</i> for the indefinite past, as distinguished from the simple past and present perfect progressive, and b) accurate and connected use of reflexive and reciprocal pronouns, phrasal verbs, modals and expressions for preferences and conclusions, advanced use of comparative adjectives and comparative and superlative adverbs, gerunds and infinitives, and preferences.</p>	<p>Unit 33 Paragraph</p> <ul style="list-style-type: none"> • High proficiency – score of 5 = 17% • Above ‘meets proficiency’ – score of 4 = 31% • Meet proficiency – score of 3 = 28% • Below proficiency –score of 2 or 1 = 24% <p>Using the given rubric, 78% of the students in the class received a rating of “3” or above, indicating a passing score of “C” or above. This paragraph focused in the correct use of <i>prefer, would prefer</i> and <i>would rather</i> in terms of a particular topic, but all grammar points covered over the course of the semester were also attended to, if secondarily.</p>	<p>Students at this level of ESL need to have increased opportunities to apply their understanding of the grammar being covered in writing and speaking events that are graded using the rubrics.</p> <p>Students need to be challenged to use the grammar they are learning in their grammar classes in their writing and speaking classes.</p>	<p>Fall 2011</p>
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