

ASSESSMENT

Made Fun & Easy

Presenters:

Ana Paula Lawrence

anapaulany@verizon.net

Nancy Silvestro

nsilvestro@pccc.edu

NJTESOL-NJBE Spring Conference

May 24, 2011

Assessment Made Fun and Easy

By Ana Paula Lawrence and Nancy Silvestro
Passaic County Community College
May 24, 2011

Program Description: The presenters, both ESL faculty members, will demonstrate how they created a culture of assessment in their ESL program. They will present practical activities and share strategies to make assessment meaningful and engaging to faculty.

Workshop Summary: One of the greatest challenges institutions of higher education currently face is getting faculty involved in assessment. Because of the far-reaching impact of assessment, it is essential that all faculty members actively participate in developing student learning outcomes, gathering and analyzing data and using results to plan positive changes in the classroom. The presenters have developed an approach to making assessment valuable and relevant to faculty by engaging them in group analysis, discussion and planning. This presentation offers tips for getting faculty to buy into the idea that assessment is not only a requirement for accreditation, but also a meaningful, practical and necessary step for improving teaching and learning. The presenters will demonstrate how to organize an assessment workshop that involves faculty in enjoyable, productive activities and creates an energized environment focused on student success. Attendees will have an opportunity to share their own experiences and ideas about assessment.

ESL Writing Curriculum Workshop

March 4, 2010

1:15 – 3:15

Room A220

Agenda

BYOC = Bring Your Own Coffee

Time	Activity	Leader
15 minutes	EN101 requirements/syllabus	Ana Paula Lawrence
13 minutes	SLO's vs. course content	Ana Paula Lawrence
25 minutes	Revise SLOs and course content; write on poster paper Working groups: <ul style="list-style-type: none">• 107• 003 & 004• 002 & 001	Level Leaders
60 minutes	Presentation of SLO's and content by level Discussion Adjustments	Level Leaders
7 minutes	Wrap up Next step?	Nancy Silvestro

Student Learning Outcomes are measurable

Each writing course can have the same six SLOs

By the end of ESLW/ENW _____, students will be able to:

- A. Demonstrate knowledge of pre-writing techniques.
- B. Create an outline.
- C. Draft a _____-paragraph composition/essay.
- D. Write a _____-paragraph composition/essay.
- E. Edit their writing.
- F. Revise their writing.

Course Content reflects more specific activities or focus points in each course

For example:

Write introductions with clear thesis statements expressing opinions.

Write direct quotations.

Control standard sentence boundaries: fragments, run-ons

ESL Writing Assessment Workshop

Thursday, April 23

1:00-4:00

Room A221

Program

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| 1:00-1:30 | Level Leaders will present workshop objectives, rubrics and workshop format |
| 1:30-2:30 | Groups (by level) will norm their rubric |
| 2:30-2:45 | Break with refreshments |
| 2:45-3:45 | Evaluation of essays in level groups |
| 3:45-4:00 | Wrap up |

This is a list of common errors identified in an analysis of non-passing essays. It can be adapted for use with a particular course to tally student errors.

<i>Grammar and Mechanical Errors</i>	Organization and Content Errors
Additional Words	Conclusion Off Topic
Adjective Use	Conclusion Weak or Missing
Adverb Use	Contradictory
Apostrophe Use	Essay Underdeveloped
Article Use	Flow, including transitions
Capitalization	Focus Lacking
Fragments	Introduction Weak
Omitted Words	Off Topic—Intro
Plural/possessive word forms	Off Topic—Paragraph
Preposition Use	Off Topic—Support
Pronoun Agreement	Off Topic—total
Pronoun Use	Paragraph Order
Punctuation	Paragraphs Underdeveloped
Run-ons and Comma Splices	Support Weak
Sentence Construction	Thesis Lacking
Sentence Variety	Thesis Weak
Spelling	
Subject-Verb Agreement	
Verb Form	
Verb Tense	
Vocabulary	
Word Order	
Wrong Word	
Wrong Word Form	

Student Learning Outcomes and Course Content/Activities by Level

	ESLW 001	ESLW 002	ESLW 003	ESLW 004	ENW 107
Student Learning Outcomes	Upon completion of this course, students will be able to: 1) Utilize pre-writing techniques 2) Write a 1-paragraph 3) Revise writing 4) Edit writing	Upon completion of this course, students will be able to: 1) Utilize pre-writing techniques 2) Write a 3-paragraph essay 3) Revise writing 4) Edit writing	Upon completion of this course, students will be able to: 1) Utilize a variety of pre-writing techniques 2) Write a 4-paragraph essay 3) Revise writing 4) Edit writing	Upon completion of this course, students will be able to: 1) Utilize a variety of pre-writing techniques 2) Write a 4-paragraph essay 3) Revise writing 4) Edit writing	Upon completion of this course, students will be able to: 1) Utilize a variety of pre-writing techniques 2) Write a 5-paragraph essay 3) Utilize basic research techniques 4) Revise writing 5) Edit writing
Content and Activities	1) Paragraph format: introductory sentence; supporting ideas (10 sentences); concluding sentence; 1) Paragraph format – indentation 2) Use the following grammar structures: simple present, present	1) Essay format: one-sentence introduction with main idea, body with supporting ideas, and one-sentence conclusion 2) Follow paragraph format with special attention to indentation 3) Use the following grammar structures: comparative,	1) Use a variety of pre-writing techniques (brainstorming, outlining, free-writing, etc) 2) Write an introduction appropriate to the topic containing a stated thesis statement 3) Write well developed paragraphs focusing on introduction and conclusion 4) Write conclusions that restate the thesis, and	1) Use a variety of pre-writing techniques (brainstorming, outlining, free-writing, etc) 2) Write an introduction appropriate to the topic containing a stated or implied thesis statement 3) Write well developed paragraphs with topic sentence, details and/or examples	1) Use a variety of pre-writing techniques (brainstorming, outlining, free-writing, etc) 2) Write an introduction appropriate to the topic containing an implied thesis statement, and using different approaches (anecdotes, questions, statistics, etc.) 3) Write well developed paragraphs with topic sentence and supporting details 4) Write conclusions that restate and summarize the

	<p>progressive, plural nouns, adjectives</p> <p>3) Spelling, punctuation, capitalization</p> <p>4) Use the following rhetorical modes: descriptive and narrative</p>	<p>superlative, simple past, past progressive, future and some modals</p> <p>4) Spelling, punctuation, capitalization</p> <p>5) Use compound sentences</p> <p>6) Use the following rhetorical modes: narrative and examples/reasons</p>	<p>summarize the main points, or state an opinion, or make a recommendation or a prediction</p> <p>5) Emphasize the following grammar points: subject-verb agreement, verb form and verb tense, run-ons, fragments, singular/plural, possessive pronouns</p> <p>5) Spelling, punctuation, capitalization</p> <p>6) Use the following rhetorical modes: process (how to), comparison/contrast, and problem/solution</p>	<p>4) Write conclusions that restate the thesis and either summarize the main points or state an opinion</p> <p>5) Emphasize the following grammar points: subject-verb agreement, verb form and verb tense, run-ons, fragments</p> <p>6) Spelling, punctuation, capitalization</p> <p>7) Use the following rhetorical modes: advantages/disadvantages; cause/effect; contrast</p>	<p>main points, ask for a call to action or change in behavior, and make an emotional appeal</p> <p>5) Summarize and/or paraphrase original sources to support a position, using quotations when appropriate</p> <p>6) Revise and edit for mistakes in grammar, mechanics and content</p> <p>7) Write persuasive essays with counter-arguments</p>
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Websites for Information About Assessment

Institutional Effectiveness Associates: www.iea-nich.com

Middle States Commission on Higher Education (look under *Publications*):
www.msche.org

National Institute for learning outcomes Assessment:
www.learningoutcomesassessment.org

The Chronicle of Higher Education: www.chronicle.com

Inside Higher Ed: www.insidehighered.com

Bloom's Taxonomy: <http://www.nwlink.com/~donclark/hrd/bloom.html>

Community College Research Center: <http://ccrc.tc.columbia.edu>