

## ISEE (ADC) GELO Assessment Data

### ISEE GE Learning Outcome:

**Outcome 1a. Written:** Students will be able to effectively express ideas and information to others through written communication.

### Outcome Measure:

EDU306 Signature Assessment, criterion 6 (each year)

### Criteria for Success (if applicable):

Average score for the group is 3.5 or higher (on a scale of 1-4 with 1 being low) on rubric criteria 6, "The written product displays effective communication skills through sound grammar, spelling, language and word use".

### Aligned with DQP Learning Areas (circle one or more):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data:

	Target: Average Score for the Group is 3.5 or higher			
	2015	2016		
Outcome 1a: Written Communication	3.38	3.5		

### Conclusions Drawn from Data:

Target is met. Students are performing at a high level in their written communication skills, and the average score has increased slightly from the previous year, again. In order to avoid inflated scoring, we had a calibration activity in 2016 with all full-time and adjunct faculty to clarify the criteria for each score level. Because we recalibrated, we believe these scores are even more valid and reliable.

### Changes to be Made Based on Data:

Our plan is to review the rubric criteria with the candidates at the beginning of the semester, and to do so in all of our Education courses to highlight the importance of strong writing skills. We will share anchor papers with candidates. Assignments that occur before this signature assessment will also have rubric criteria about clear writing message, use of grammar, spelling, language and academic vocabulary as well.

### Rubric Used:

	value: 1.00	value: 2.00	value: 3.00	value: 4.00
Adaptation to instructional strategy is effective for meeting the specific learning needs of the English learner in content knowledge and English language development.	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate and connected adaptation	Detailed, appropriate, relevant, accurate, clear and purposefully connected adaptation
Two specific learning needs of the English learner were correctly identified through careful analysis of the case study	Inappropriate, irrelevant, inaccurate or missing identifiable learning needs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected identifiable learning needs	Appropriate, relevant, accurate and connected identifiable learning needs	Detailed, appropriate, relevant, accurate, clear and purposefully connected identifiable learning needs
The adaptation would be effective for the student in making progress toward English language development specific to this student's English proficiency	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate, connected, and effective adaptation	Detailed, appropriate, relevant, accurate, and clearly connected, and effective adaptation
The progress monitoring assessment chosen provides feedback to the student for achieving the learning goal at the student's English proficiency level.	Inappropriate, irrelevant, inaccurate or missing progress monitoring	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected progress monitoring	Appropriate, relevant, accurate and connected progress monitoring with feedback	Detailed, appropriate, relevant, accurate, and clearly connected progress monitoring with feedback
Next steps in planning are effective to facilitate specific growth in the student's English language development	Inappropriate, irrelevant, inaccurate or missing next steps for planning	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected next steps for planning	Appropriate, relevant, accurate and connected next steps for planning	Detailed, appropriate, relevant, accurate, and clearly connected next steps for planning

<p>The written product displays effective communication skills through sound grammar, spelling, language and word use.</p>	<p>Inappropriate, inaccurate or unidentifiable written communication</p>	<p>Limited, cursory or inconsistent written communication</p>	<p>Appropriate, relevant and accurate written communication</p>	<p>Detailed, appropriate, and clearly connected use of written communication</p>
<p>The oral presentation displays sound communication skills through proper usage of grammar, voice quality and presentation demeanor that is effective one-on-one and in groups.</p>	<p>Inappropriate, inaccurate or unidentifiable oral communication</p>	<p>Limited, cursory or inconsistent oral communication</p>	<p>Appropriate, relevant and accurate oral communication</p>	<p>Detailed, appropriate, and clearly connected use of oral communication</p>