Letters, Pre-Transfer ASSESSMENT PLAN
Spring 2019

<mark>**Mid-semester Team Meeting & Workshop:**</mark>
CANCELLED

<mark>**End of Semester Portfolio Read:**</mark>
Friday, May 17, 2019, 1:00-4:00pm, OC4802

Remuneration: Faculty of record who attend the reading session and bring their class(es)' set of portfolios will be paid a percentage of their LHE that closely approximates $250. Faculty members with no participating students (e.g. English 100 instructors) may elect FLEX credit.

ENGL 49, ACE/ESL 149 Portfolio Criteria

1. **Students** include a multi-paragraph expository essay—their "show case" essay that can be assessed using the portfolio rubric. (length guidelines: 3-4 pages)

2. **Students** include the materials that built the essay and that demonstrate stages of process writing.

3. **Students** include a 30-45 minute in-class written refection on the their growth as readers and writers during the semester: How have you grown and changed as a writer over the course of the semester? What do you feel are your strengths? What are some areas you feel you can continue to improve?

4. **Students** organize the portfolio contents in a 2-pocket folder with the show case essay on one side and the process materials and in-class essay on the other.

5. **Instructor** provides a clear, concise prompt that communicates the students' essay purpose and focus. The essay prompt should be placed on top of the show case essay or in proximity to it.

6. **Instructor's** name should be clearly written on the outside of the folder.

7. **Instructor** completes the first assessment of the essay using the portfolio rubric and places this rubric behind the show case essay without showing evaluation.

ENGL 49, ACE/ESL 149 SLOs

At the end of instruction in ENGL 49 or ACE/ESL 149, students will be able to . . .

➢ Given an audience and purpose, students will compose a coherent text supported by concrete details.
➢ Students will craft text that correctly punctuates sentence boundaries.
➢ Students will identify the purpose and main idea or claim in assigned readings from credible published sources.

ENGL 50, ACE/ESL 150 Portfolio Criteria

1. **Students** include a reading-based, thesis-driven expository essay—their "show case" essay that can be assessed using the portfolio rubric. (length guidelines: 3-5 pages)

2. **Students** include the materials that built the essay and that demonstrate stages of process writing.

3. **Students** include a timed, in-class, handwritten expository essay (60-90 minutes; attach prompt)

4. **Students** include a one-page letter to the evaluators explaining the selection of the showcase essay, commenting on the essay's strengths and/or weaknesses, and how it demonstrates what the student learned through the semester about effective writing.

5. **Students** organize the portfolio contents in a 2-pocket folder with the show case essay on one side and the process materials and in-class essay on the other.

6. **Instructor** provides a clear, concise prompt that communicates the students' essay purpose and focus. The essay prompt should be placed on top of the show case essay or in proximity to it.

7. **Instructor's** name should be clearly written on the outside of the folder.

8. **Instructor** completes the first assessment of the essay using the portfolio rubric and places this rubric behind the show case essay without showing evaluation.

ENGL 50, ACE/ESL 150 SLOs

At the end of instruction in ENGL 50 or ACE/ESL 150, students will be able to . . .

➢ Summarize controlling ideas or details of a text, integrate the summary into their own writing, and be able to identify the summary's rhetorical purpose.
➢ Given an audience and purpose, students will compose a coherent, well-developed multi-paragraph text.
➢ Students will be able to incorporate accurately and meaningfully a detail or idea from a piece of expository prose into their own writing using direct quotation.

English/ESL/ACE 49 Course Objectives

English 49	ESL/ACE 49
At the end of the course, students will demonstrate the ability to:	At the end of the course, students will demonstrate the ability to:
1. Develop and express opinions by examining connections between course materials and personal experiences and observations.	1. Examine connections between course materials and personal experiences and observations. Develop and express opinions.
2. Identify and comprehend main ideas, supporting detail, and organization in expository prose written by and for authors and audiences of diverse backgrounds. Identify the denotative meanings of words through context clues and reference resources.	2. Identify and comprehend main ideas, supporting detail, and organization in expository prose written by and for authors and audiences of diverse backgrounds. Identify the denotative meanings of words through context clues and reference resources.
3. Recognize purpose and audience of a given writing assignment. Use the writing process to compose paragraphs and multi-paragraph writing assignments characterized by a strong, controlling idea supported by specific evidence and examples.	3. Recognize purpose and audience of a given writing assignment. Use the writing process to compose paragraphs and multi-paragraph writing assignments characterized by a strong, controlling idea supported by specific evidence and examples.
4. Identify relevant ideas and examples from assigned readings and resources.	4. Identify relevant ideas and examples from assigned readings and resources.
5. Compose correctly structured simple and compound sentences. Demonstrate control of verb tenses / forms, basic comma usage, capitalization, and spelling principles.	5. Compose correctly structured simple and compound sentences. Demonstrate control of verb tenses / forms, basic comma usage, capitalization, and spelling principles. Reduce stylistic characteristics that traditionally mark the writing of non-native speakers.
6. Apply academic and workplace skills, including information competency (library skills), time management, listening and speaking, and inter-personal skills including working as a member of a team.	6. Apply academic and workplace skills, including information competency, listening and speaking, and interpersonal skills, including working as a member of a team.

English/ESL/ACE 50 Course Objectives

English 50	ESL/ACE 50
At the end of the course, students will demonstrate the ability to:	At the end of the course, students will demonstrate the ability to:
1. Identify and explain relationships; articulate solutions to problems, and draw conclusions from a variety of texts and resources.	1. Identify and explain relationships; articulate solutions to problems, and draw conclusions from a variety of texts and resources.
2. Comprehend and summarize main ideas, supporting detail, and organization in expository prose written by and for authors and audiences of diverse backgrounds. Respond to written positions with ideas and examples from personal experience. Identify the denotative and connotative meanings of words through context clues and reference resources.	2. Comprehend and summarize main ideas, supporting detail, and organization in expository prose written by and for authors and audiences of diverse backgrounds. Respond to written positions with ideas and examples from personal experience. Identify the denotative and connotative meanings of words through context clues and reference resources.
3. Identify and apply knowledge of purpose and audience in writing. Use the writing process to compose multi-paragraph writing assignments characterized by a controlling idea, logical organization, and fully developed paragraphs supported by evidence and analysis.	3. Identify and apply knowledge of purpose and audience in writing. Use the writing process to compose multi-paragraph writing assignments characterized by a controlling idea, logical organization, and fully developed paragraphs supported by evidence and analysis.
4. Select information from a source, and incorporate that information into writing by quoting, summarizing, and paraphrasing.	4. Select information from a source, and incorporate that information into writing by quoting, summarizing, and paraphrasing.
5. Compose a variety of correctly structured simple, compound, and complex sentences. Demonstrate control of verb tense sequencing / usage, commas, and semicolons. Apply proofreading strategies to edit at the sentence level.	5. Compose a variety of correctly structured simple, compound, and complex sentences. Demonstrate control of verb tense sequencing / usage, commas, and semicolons. Apply proofreading strategies to edit at the sentence level. Reduce stylistic characteristics that traditionally mark the writing of non-native speakers.
6. Apply academic and workplace skills, including information competency, listening and speaking, and interpersonal skills, including working as a member of a team.	6. Apply academic and workplace skills, including information competency, listening and speaking, and interpersonal skills, including working as a member of a team.