

**Review of Performance: ESL 099 WRITING V: Spring 2013: 20 students**  
**Submitted by: Leilani Jean Welley-Biza**

SLO#	Program SLO#	I, D, M	Reflection/Comment
I.1.1 Identify individual steps of the writing process	1a. Students will be able to write a clear, well-organized	I=9 D=5 M=6	Several students were familiar with the steps in the writing process whereas some didn't have a clue of what a "writing process" is. After 2 classes of discussion and exercises the students who fell under the "some" were starting to remember. By the end of the semester every one has memorized the steps.
1.2 Define each step of the process	paper using documentation and quantitative tools when appropriate.	I=6 D=9 M=5	Memorization for some students became a strength way back in elementary and this slo wasn't a problem. I checked for understanding and that's when it hits me, they memorize but show no sign of understanding. This doesn't apply to all but only some. So we did a couple of exercises and it got better. By the end of the semester, we had a surprise quiz and 90% of the class passed the quiz.
1.3 Differentiate between the steps 1c	1b. Students will be able to	I=4 D=7 M=9	Same as above
1.4 Use prewriting techniques in the writing process	make a clear, well-organized verbal	I=8 D=8 M=4	I guess it's not surprising to find students hating the fact that they will be writing a lot in this class; however, when it comes to prewriting- be it exercises or brainstorming on the board, students prefer to do the prewriting stage and dread the actual writing.
1.5 Write multiple drafts of the same essay.	presentation	I=11 D=6 M=4	Some students wouldn't even submit drafts resulting in a lower grade. They are fully aware of the consequences and yet, this seemed like nothing to them. It is a constant frustration on my part and to those who are really trying in this course.
II.2.1 Use paragraph structure coherently	2a. Students will be able to demonstrate the ability for independent	I=11 D=7 M=3	It was rocky at first because "transitions" weren't even a concept they were familiar with. And it took a while for them to finally start including transitions into their essay to have that cohesive structure embedded in their

	thought and expression		essays.
2.2 Relate supporting details to topic sentence		I=11 D=8 M=2	For most of the students in both my classes, understanding what their topic is about require a lot of effort on my part. Their introduction would be talking about a certain topic and their details in the supporting paragraphs would be off topic. It got better after tackling this problem individually with my students.
2.3 Use organizational patterns (e.g., spatial, chronological, order of importance)		I=11 D=6 M=4	Those who got off with a “C” average were still struggling with this slo. I gave them a “C” because I can see the effort they put in.
2.4 Express ideas coherently		I=11 D=6 M=4	This still needs work. Although, some students did this with flying colors, there were still a whole lot who were lagging behind.
III.3.1 Use essay structure	(The three plo’s stated above	I=11 D=6 M=4	It took us the whole semester and 5 essays to finally get this down.
3.2 Relate ideas to thesis statement	matched all the slo’s for this course.)	I=12 D=6 M=3	Same as above
IV.4.1 Develop a knowledge of different rhetorical patterns.		I=7 D=8 M=5	In my short quiz at the end of the semester I asked them to name the 5 rhetorical patterns that they covered and most of them did very well.
V.5.1 Identify grammatical errors		I=7 D=9 M=4	Grammar is still a major issue. Some students have major grammar problems that sometimes impaired their expressions of their ideas. I find individual one on one time really helps with this.
5.2 Correct grammatical errors		I=7 D=9 M=4	Same as above
5.3 Supply correct grammatical form.		I=12 D=5	Same as above

		M=3	
5.4 Edit own work for grammatical errors.		I=12 D=5 M=3	When checklists are given for guidance, students usually do this well but when they don't have checklists in front of them, they either just submit their work with wrong answers or just not submit at all.

**Additional observations:** So far, I like how technology is integrated into every chapter for this course. It gives the students a sense of other resources that they can rely on instead of always relying on encyclopedias, newspapers and magazines. However, the textbook is now outdated. It would be nice to get an updated version of the current textbook or a new one.

**Special comments:** Students were graded based on their Participation (attendance, participation in discussion and etc.), Journal, their submitted and in-Class writing assignments which are mostly essays and finally, their exit interview. Almost all of the criterias are 50 points except their journal which was submitted during the last week of instructions. Almost all their writing assignments included if not all then some of the slos above. The following is the breakdown of the number of students who receive an A, B, C, D, and F. The number who failed this course was due to excessive number of absences. Even when I give out make ups, they still receive an F by the end of the semester there where a total of 20 students were registered - 2 ended up withdrawing after midterm, 3 disappeared because of excessive absences. The following is the breakdown of # of students receiving each grade.

**A – 2**

**B – 2**

**C – 4**

**D – 3**

**F – 5**

**W – 2**

**Recommendations:** I learned this new technique when I was working for Peace Corps. This technique helped me as a teacher to assess my students' learning on a daily basis. In that, it also assesses my teaching methods and for me to be able to see what I'm doing right and what needs improvement. Usually I do this during the last 10 minutes of the class, when time permits, I ask two questions about what was done and/or discussed in class (usually general questions) and students were suppose to answer them with 100% accuracy. Since it's a 100% accuracy, students are very much attentive in class and this was their exit pass, hence the name of the activity. With this done, I now have an idea of who has and hasn't learned the lesson taught.



Signature: \_\_\_\_\_  
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Please check which of the following were assessed in this course:

**Institution Learning Outcomes:**

COM-FSM graduates will demonstrate that they can:

- a. communicate effectively
- b. employ critical thinking [*& problem solving*]
- c. possess specific knowledge and skills in a major discipline or professional program of study
- d. take responsibility and develop skills for learning
- e. interact responsibly with people, cultures, and their environment