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Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or [swade@cgcc.edu](mailto:swade@cgcc.edu).

GED 50-Spanish GED- Anna Garcia- Part A-Fall 2024

**\* Part A: Your Plan DIRECTIONS 1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey): Outcome #1**

Apply reading comprehension strategies.

**\* Outcome #2**

Communicate in writing using a variety of sentence structures, paragraphs, and short forms that emphasize correct grammar, punctuation, coherence, and clarity.

**\* Outcome #3**

Apply standard mathematical skills to real-world situations involving whole numbers and rational numbers.

**Have you completed an assessment for this course prior to this term?**

Yes

**If yes, are you assessing different outcomes?**

Yes

**Comments:**

(No response)

**2. To which degree(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes**

NON-CREDIT PROGRAMS, GENERAL EDUCATION

**\* Method of Assessment 3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.) Outcome #1: Method to assess student understanding**

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Quizzes and Tests: Regular reading comprehension quizzes will assess students' understanding of main ideas, supporting details, and ability to make inferences based on GED-level texts.  
Guided Reading Exercises: Short-answer questions following a passage will allow students to demonstrate their understanding of key ideas and test their ability to analyze information.  
Class Discussions and Reflections: Facilitated discussions or short written reflections on reading material can provide insights into students' critical thinking and interpretation skills.

**\* Outcome #2: Method to assess student understanding**

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Writing Assignments and Essays: Regular writing tasks, including structured essays and summaries, will give students opportunities to organize their ideas and express them effectively. These assignments will be graded on coherence, grammar, structure, and clarity.

Peer Review Activities: Students will participate in peer editing sessions, offering feedback on one another's writing to strengthen their skills in clear and effective communication.

Rubric-Based Evaluation: Each assignment will be assessed using a detailed rubric aligned with GED writing standards, focusing on grammar, structure, and clarity to provide specific feedback for improvement.

**\* Outcome #3: Method to assess student understanding**

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Math Quizzes and Practice Problems: Frequent quizzes targeting specific concepts, such as fractions, percentages, algebra, and geometry, will evaluate students' understanding and problem-solving abilities.

Real-Life Application Projects: Practical assignments, like budgeting exercises or measurement calculations, will help students apply math skills to real-world situations.

Formative Assessments with Immediate Feedback: Through worksheets, in-class problem-solving, and digital tools that provide instant feedback, students will track their progress and comprehension of each math topic throughout the term.

**\* 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

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Performance Data: I will review quiz and test scores to ensure students consistently achieve a minimum benchmark (e.g., 75% or higher) in reading comprehension sections.

Growth Tracking: By comparing pre-assessment and post-assessment scores, I can measure students' progress in reading comprehension and critical thinking over time.

Student Reflections and Feedback: Reviewing student reflections and their contributions in class discussions will provide insights into their engagement and confidence in interpreting texts, offering valuable insights into their comprehension.

**\* Outcome #2: How will you know if you were successful in your efforts to teach this outcome?**

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Rubric-Based Writing Evaluations: A consistent rubric for writing assignments will allow me to track students' progress in organization, clarity, and grammar. Success will be measured by whether most students show improvement or meet target rubric scores by the end of the term.

Writing Improvement Over Time: Comparing rough drafts and final versions will reveal each student's progress in effectively expressing ideas and meeting GED writing standards.

Peer and Self-Assessment Feedback: Feedback from peer reviews and self-assessments will highlight areas where students feel they've made progress or may need further support.

**\* Outcome #3: How will you know if you were successful in your efforts to teach this outcome?**

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Math Quiz and Test Scores: I will evaluate math quiz and test results to monitor consistent proficiency across topics, aiming for most students to achieve at least 75% on GED-aligned math assessments.

Application-Based Assessments: I will assess real-life application projects to determine if students can accurately and confidently apply mathematical skills in practical scenarios.

Error Analysis and Review Sessions: By identifying common mistakes in math exercises and addressing them in review sessions, I can measure students' understanding based on their ability to correct these errors in future assessments.

## **5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1**

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How would you describe the overall learning environment in this course? Did you feel supported and encouraged to ask questions and seek help when needed? Please provide examples.

## **Question #2**

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What is something you would like for the course to include?

**Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)**

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NO

**Reminder, when completing Part B, instructors will be asked the following questions: Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Evidence" and/or "identify strategies" 3. ILO#4 - Cultural Awareness - "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 4. ILO#5 - Community and Environmental Responsibility 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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(No response)