

Course Assessment– Part B: Your Results & Analysis

#109

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ESOL Level A – Lois Colton – Winter 2016

Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified for each outcomes (question 3) of your Part A. *

Outcome 1 was a speaking goal and the method I used was to have frequent and a final evaluation with set dialogues or conversations using target vocabulary to achieve real communication. I observed student dialogues and had one on one conversations and rated student use of correct vocabulary and whether they were comprehensible. Another test I gave students was to point to pictures or do an action and solicit the appropriate vocabulary or sentence structure. All students were routinely competent with these tasks and responded readily and confidently to questions and prompts.

For outcome 2 students had to respond to questions and directions and statements with observable actions or correct answers indicating their listening understanding. I did an activity at the end of the term which required knowledge of both the new vocabulary and the use of grammar structures related to questioning, verb use, and prepositions. I was pleased to note universal comprehension and correct response to my verbal instructions.

Outcome 3 was a reading skill. For this students did two specific tasks. One was to read a story (partially out loud so I could assess reading fluency and pronunciation) and correctly respond to the questions and another was to read statements about target vocabulary from the term and identify if it was true or false: "When I want something to eat, I feel lonely."

1b. Report the percentage of students who mastered each outcome that you identified in (question 3) of your Part A.

Speak independently so others can understand using words, phrases, statements, questions, and high frequency commands that are highly relevant at home, work, and school.

Outcome #1 *

% of students who successfully achieved the outcome: *

90

Outcome #2 *

Listen actively to understand highly relevant words and phrases in simple questions, statements, and high frequency commands.

% of students who successfully achieved the outcome: *

97

Outcome #3 *

Read independently with understanding highly relevant symbols, numbers, and words in personal and environmental print.

% of students who successfully achieved the outcome: *

80

Reflect on your assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

In general I feel that these level A students who came into class with very minimal confidence for learning English and with only minimal knowledge of such things and numbers and telling time, grew into students eager to practice using new language related to school, everyday activities and actions, health, weather, descriptions, emotions, and asking and answering questions and were amazed at their expanding vocabularies and grammatical structures. Obviously language learning is somewhat dependent on a person's personality as shy quiet students make slightly less progress than the outgoing linguistic risk-takers. But I was generally very satisfied with the results. I also think most students were pleased with the variety of activities we did in class and the friendly interactive methods used to learn English. I also totally feel that sharing the focus on all for language skills, reading, speaking, listening and writing is necessary even at the beginning levels.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? *

Obviously, there is always room for improvement. At this beginning level, it is mostly about vocabulary development, but offering lots of conversation options is essential and could always be expanded

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *

Nothing specific

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

Yes, I think they were. They gave me the ability to observe their skills in reading, listening and speaking.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

I was a little more specific in my assessment tools, and that helped.

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