

# Course Assessment– Part B: Your Results & Analysis

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Your Email \*

Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.

ESOL Level C – Linnea Jaeger – Winter 2016

## Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. \*

The question reflects the students speaking ability. Students spoke in assigned roles as group members, worked in pairs and presented information individually. Each of these aspects were informally evaluated.

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 key information in simple conversations and short narrative explanations or descriptions on familiar topics:

## Outcome #1 \*

All students felt as though they had improved in their speaking ability, i.e., to speak on a familiar topic.

% of students who successfully achieved the outcome: \*

100%

## Outcome #2 \*

Listen actively to understand main ideas and relevant details from simple narratives, conversations, explanations and presentations:

The students were asked to reflect on listening actively. Students listened for specific information from their textbook listening section and responded in writing to questions based on these answers. Students were taught listening strategies and were asked to incorporate them when doing pair or group work, the instructor listened and gave feedback. Students listened to a guest speaker and took important notes from the presentation. News and other video clips were shown and students worked in groups to report back on the main ideas and details. All of these activities were monitored by the instructor and partners.

% of students who successfully achieved the outcome: \*

All students completed the activities in class.

## Outcome #3 \*

Read independently with understanding a range of personal and simplified texts and some simple, everyday texts including small blocks of simple text, simple tables graphs and diagrams, and short paragraphs:

The question has to do with analyzing graphs and if students improved in graph reading skills. Several lessons involved reading a graph and analyzing the material. Students usually first thought of their responses, then, shared with a partner or in group. After, as a group we reviewed the material and students could share whether or not they were able to locate the important information and say in prose what the graph represented.

% of students who successfully achieved

I think all students presented achieved the skills. If they were not

the outcome: \*

successful, the instructor would meet with them and assist.

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

Due to the nature of our classes being non-graded, the assessments provided to the student are informal. During the term the students had 3 tests on irregular verbs which was very quantifiable; but, otherwise the students are generally reflecting on their own work and the criteria of the assessment and deciding themselves how they performed. Our students are very motivated and eager learners. They do not come to get good grades; but, rather to improve their English. As adult learners they recognize when they are improving and they are always striving to become more proficient. Studying daily or often will definitely accelerate their language skills; however, students generally devote as much time to learning English as their life allows.

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

Some things I want to change regarding my class is that I want to incorporate more readings of a longer length, move into teaching more structured writing and delineate a communicative skill/strategy to be incorporated and practiced in every lesson. Finally, I want every lesson to be seen as an extension to the students' lives, i.e., that it seems relevant and that they will practice it outside of class.

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

I would like to do professional development in taking a grammar class offered by ORTESOL and a google classroom class offered through The Heritage Institute.

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

I believe so; however, I would like to incorporate more short reading comprehension assessments and some graded writing assignments.

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

The classes change very much from term to term depending on the students in the class and the students needs. It's difficult to compare courses because they vary so much.

Created 24 Mar 2016 4:32:56 PM		Updated 25 Mar 2016 8:40:25 AM
PUBLIC		COLUMBIAGORGECC