

Course Assessment – Part A: Your Plan

#133

Your Email *

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

ESOL Level A – Jaeger – Fall 2016

Part A: Your Plan
[Directions](#)

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

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 *

Outcome #2 *

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

Outcome #3 *

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

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

If yes, are you assessing different outcomes? Yes

Comments: Yes.

2. To which degree, certificate or program outcomes do these course outcomes map?
[Degree, Certificate, & Program Outcomes](#)

- English for Speakers of Other Languages (ESOL)

Method of Assessment

After teaching and practicing Total Physical Response commands students will write a series of commands and present them to the class. If students are able to follow the directions and perform the specific actions it will be evident that they have been understood.

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 *

Outcome #2: Method to assess student understanding *

Students will write a dictation each week. The instructor will write the sentences and questions using relevant words and phrases. To further check understanding students will be asked to perform the action they have written.

For example, the dictation for week #1

- 1) What's your last name?
- 2) Where are you from?
- 3) Do you work?
- 4) What do you do?

After writing this students will have a recording sheet which indicates the date and number of errors. We will monitor

the students listening throughout the 10 week term; hopefully seeing a reduction in errors. Finally, students will ask these questions to a partner, a further check of their understanding.

Outcome #3: Method to assess student understanding *	Each week students will read from a Blaine Ray, level reader book. These books have a controlled vocabulary. Students will be asked to write answers to comprehension questions each week.
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4. How will you know if you were successful in your efforts to teach this outcome?	It will be evidenced by students performing the actions correctly.
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Outcome #1: *

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? *	I will monitor students improvement over the course of the term asking them to identify where they have committed their errors. If their monitoring sheet shows consistently lower numbers of errors (no specific number, only fewer) it will have been successful.
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Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *	If the student answers 80% of the questions correctly, I assume they are comprehending well.
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5. Instructor Questions	What are three questions can you ask if you do not understand?
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Create two course specific questions to be included on the Student Course Evaluation.

#1

#2	After speaking what can you ask the listener to see if your message was understood?
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Do you require the names of students who complete the course evaluation survey? *	<ul style="list-style-type: none"> No
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