

# Course Assessment – Part A: Your Plan

#156

Your Email \*

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

ESOL Level AB – Doyle – 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?

No

If yes, are you assessing different outcomes?

No

Comments:

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

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

Students will engage in meaningful activities, giving occasions to recall and develop speech. Students will participate in question/answer sessions, conversations, readings, and role-plays. I will monitor and encourage real and useful speech in the classroom. I will evaluate students based on accurate vocabulary usage, development of correct speech patterns and comfort of usage.

Outcome #1: Method to assess student understanding \*

Outcome #2: Method to assess student understanding \*

Students will engage in classroom and computer-based listening activities. Students will have the opportunity to respond in question/answer sessions, conversations, readings and role-plays. Assessment will be based on appropriate responses to listening activities and understanding of speech as demonstrated by accurate responses.

Outcome #3: Method to assess student understanding \*

Students will have daily reading opportunities, including short stories, real-world reading materials (newspapers, want-ads, phonebooks, websites), and textbook materials. Assessment will be based on understanding of materials as demonstrated through summarizing,

discussions, comprehension questions, and vocabulary quizzes. End term CASAS assessment will also be used for assessment.

4. How will you know if you were successful in your efforts to teach this outcome?

80% – 100% of students will produce meaningful speech appropriate to Level A content, and will show improvement throughout the term.

Outcome #1: \*

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

80% – 100% of students will show improvement in listening in daily activities as their English language speech evolves. Students will confidently respond to questions and in conversations appropriate to level A content.

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

80% – 100% of students will produce meaning responses to materials appropriate to level A content, and should show improvements in writing as their reading improves.

5. Instructor Questions

Are you more comfortable speaking English now?

Create two course specific questions to be included on the Student Course Evaluation.

#1

#2

Will you try to use English in your daily life when you are outside of the classroom?

Do you require the names of students who complete the course evaluation survey? \*

- No

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