

Course Assessment – Part A: Your Plan

#254

Your Email *

Please select your course & name from the drop-down menu. Contact Instructional Services if your course or name are incorrect or missing

ESOL Level B – 1091792 – Colton – Fall 2017

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):

Speak so others can understand short, simple sentences on familiar topics and hold brief conversations which are expansions of familiar phrases and exchanges.

Outcome #1 *

Outcome #2 *

Read with understanding some personally-relevant and simplified texts including: important single words/phrases in visually-supported or predictable text and simplified or learner created texts with familiar content.

Outcome #3 *

Write to express meaning in a short paragraph with simple, personally relevant or functional texts made up of words, phrases, and simple sentences for daily needs.

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(s) or certificate(s) does your course 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.)

I will have structured 2 minute conversations where students will talk with one partner for 2 minutes on topic number 1 and then move to another for a conversation on topic number 2 and on down the line. I will use self assessment, partner response and observed assessment by teacher to evaluate student fluency, use of appropriate vocabulary and standard English usage to have real conversations.

Outcome #1: Method to assess student understanding *

Outcome #2: Method to assess student understanding *

We will read a short simplified novel in English and I will assess student understanding of the reading by their ability to make predictions, answer true/false questions, and discuss relevant social dilemmas and vocabulary presented in novel.

Outcome #3: Method to assess student understanding *

After reading and analyzing content of writing models, students will use target vocabulary and structures to write their own sentences or

paragraphs similar to model only using their personal information or experiences to build content.

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

80% of students will be able to have fluid conversations with their partners, listening and responding appropriately in response to conversation prompts.

Outcome #1: *

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

80% of students will participate in small group or class discussions about the story content, adding predictions and making contributions to answer questions about social dilemmas presented in the novel. They will answer 80 % of true False questions correctly.

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

80% of Students will use appropriate vocabulary and standard English writing conventions to write sentences and paragraphs similar to model presented.

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

What classroom activities did you find most enjoyable and helpful?

Question #2

What do you want more of in class?

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

NO

Reminder, when completing Part B, instructors will be asked the following questions:

1. Describe anything you did to support the institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication
2. Describe anything you did to support the institutional effort to support students in improving "Student Position" and/or "Evaluate Potential Solutions" for the CLO Critical Thinking/Problem Solving

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