

Course Assessment – Part A: Your Plan

#380

Your Email *

Please select your course & name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

ESOL Level 5 – 1094061 – Linnea Jaeger – Spring 2019

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 independently so others can understand main ideas and related in details in moderate-length conversations, instructions, or narratives about general interest topics.

Outcome #1 *

Outcome #2 *

Read independently with understanding a range of simple, everyday or personal texts including: tables, graphs, maps, and diagrams conveying limited information and multi-part or multiple pages of simple connected text.

Outcome #3 *

Listen actively to understand main ideas and details in extended conversations, presentations or narratives about varied, general interest topics.

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

If yes, are you assessing different outcomes? Yes

Comments:

2. To which degree(s) or certificate(s) does your course map? • English for Speakers of Other Languages (ESOL)
[Degree, Certificate, & Program Outcomes](#)

Method of Assessment

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 *

Students will be informally assessed each class meeting. If students are not understanding one another than the conversations die. As an instructor it is easy to observe if students are communicating. In addition to daily observations there are specific activities which reflect how much a student understood of the reading. For example, in 'jigsaw' reading each students is asked to read a part of a larger article and report to the others the information from their section. Also, class will frequently warm up with competitive games and partner impromptu speeches both of which necessitate understanding.

Outcome #2: Method to assess student understanding *

. The class is divided into 2 groups. Each class period 45 minutes is devoted to reading aloud and answering comprehension prompts and questions. Instructor will be able to measure by the response(both oral

and written) whether or not the student is understanding the material and how much time is needed to process the information and provide a response.

<p>Outcome #3: Method to assess student understanding *</p>	<p>Listening is part of each class. Students will listen to a few TED talks and other audio and summarize and synthesize the information</p>
<p>4. How will you know if you were successful in your efforts to teach this outcome?</p> <p>Outcome #1: *</p>	<p>Students will self-evaluate and I will evaluate their understanding based upon their responses. In addition, students will evaluate one another on their formal presentations. I expect all students to clearly articulate their ideas in order for me to be successfully teaching to this outcome.</p>
<p>Outcome #2: How will you know if you were successful in your efforts to teach this outcome? *</p>	<p>Students are reading a book each class period in small groups. Students give oral short answer responses, summarize and paraphrase what they have read. I expect all students to correctly answer the questions to be successful in teaching to this outcome.</p>
<p>Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *</p>	<p>Students will be note-taking during the above stated listening activities. I will evaluate and respond to their notes. I expect all students to be able to be able to convey the main ideas and relevant details from the student presentations and conversations, TedTalks and videos for me to consider myself successful in teaching to this outcome.</p>
<p>5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation.</p> <p>Question #1</p>	<p>Is it easier to communicate your ideas now?</p>
<p>Question #2</p>	<p>Do you feel more comfortable and confident in speaking English?</p>
<p>Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)</p>	<p>NO</p>

Reminder, when completing Part B, instructors will be asked the following questions:
 Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Core Learning Outcomes (CLO):

1. CLO#1 – Communication – "Sources and Evidence" and/or "Organization and Presentation"
2. CLO#2 – Critical Thinking/Problem Solving – "Student Position" and/or "Evaluate Potential Solutions"
3. CLO#4 – Cultural Awareness – "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions")

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