

# Course Assessment – Part A: Your Plan

#421

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 1-2 – 1094625 – Linnea Jaegar – Fall 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 using words, phrases, statements, questions, and high frequency commands that are highly relevant at home, work, and school.

Outcome #1 \*

Outcome #2 \*

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

Outcome #3 \*

Write independently to express meaning in a few words and simple sentences that include personally relevant words, numbers, and phrases for daily needs.

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?

[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 learn commonly used small talk phrases. These phrases will be practiced extensively. After a few weeks of practice students will individually be asked these phrases and I will record their answers and evaluate whether they have understood and responded appropriately.

Outcome #1: Method to assess student understanding \*

Outcome #2: Method to assess student understanding \*

Students will read a short text each week. Then they will answer comprehension questions about the text.

Outcome #3: Method to assess student understanding \*

Students will be asked to read and fill out a personal information form with guidance. Later sts will independently write the information.

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

An appropriate response to the small talk questions will indicate that students have understood the question.

Outcome #1: \*

**Outcome #2: How will you know if you were successful in your efforts to teach this outcome? \*** If students answer the comprehension questions correctly 90%.

**Outcome #3: How will you know if you were successful in your efforts to teach this outcome? \*** If students were able to to accurately fill-out a personal information form with no guidance they will be successful.

**5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1** Do you feel more confident in speaking English in public?

**Question #2** Can you ask for help if you do not understand?

**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)** NO

**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")**
- 4. CLO#5 – Community and Environmental Responsibility – "Understanding Global Systems and/or "Applying Knowledge to Contemporary Global Contexts"**

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