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Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or [swade@cgcc.edu](mailto:swade@cgcc.edu).

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ESOL 30-ESOL-Level 3, High Beginning- Catherine Brown- Fall 2023

**\* Part B: Your Results DIRECTIONS** 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.

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Speaking: 100% of the students were able to utilize the Holland code language around the 6 types of personality orientations to analyze their areas of strength and ability, as well as those in which they are weaker, and were able to to apply that information to potential career areas where they would most likely encounter success. 80% used the conditional tense and modals with 90% or higher accuracy.

Listening and reading were administered together in one quiz.

90% of the students achieved this benchmark. Distractors, miscomprehension of the question language and/or selecting partial answers instead of the most complete answer were the reason for the errors in response.

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**\* Outcome #1**

Speak independently: Utilizing a role play scenario presented in the larger group, students will work from a conversational template with the support of a word bank of potential elaborations to role play a scenario related to the unit under study in Burlington English. I will be assessing their contributions for comprehensibility, content, pronunciation and grammar.

100% of the students were able to utilize the Holland code language around the 6 types of personality orientations to analyze their areas of strength and ability, as well as those in which they are weaker and to apply that information to potential career areas where they would most likely encounter success. 80% used the conditional tense and modals with 90% or higher accuracy.

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**\* % of students who successfully achieved the outcome (C or above)**

100 content, 90% grammar

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**\* Outcome #2**

Listen actively to understand key information from short, simple conversations, directions, narratives, and explanations.

Students will listen to a conversation in Burlington English and their comprehension will be assessed through a Zoom poll quiz. To meet the criteria they must respond with 85% accuracy.

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**\* % of students who successfully achieved the outcome (C or above)**

90

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**\* Outcome #3**

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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. Students will be provided with a reading passage from Burlington English. I will assess their reading comprehension via questions posed in the breakout rooms. To meet the criteria they must respond with 85% accuracy.

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**\* % of students who successfully achieved the outcome (C or above)**

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90

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**\* ANALYSIS 3. What contributed to student success and/or lack of success?**

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I bring in preparatory material to pre-teach key concepts prior to using Burlington English. I also include lots of scaffolded language practice prior to assessments, both in the whole group and in breakout rooms. I ensure to model exemplars and non-exemplars prior to task initiation.

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**\* 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

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I was happy to see students' perception they moved forward in their progress in all domains. As many of them are returning, they are simultaneously aware the acquisition of a language is a slow process, and wishing they could learn more quickly. I think we all do that when learning a non-native language.

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**\* 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

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Yes

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**\* 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

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Continued focus upon distractors in questions, reading all portions of questions carefully and looking for the most complete answer to a question. My favorite comment from the Survey Monkey for the future is to include a 10 minute summary of the previous class at the beginning of each follow-up class, which I will do. One student requested more daily life relevant content. I base the course on Burlington English, as it's our curriculum. However, I can be more choosy about what to include and skip over things that may seem a little less fundamental to that goal.

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**7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?**

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none

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**\* 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

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I paid closer attention to preparing students to understand the various answers to questions and to analyze thoroughly why partial answers are not the best answer in many cases.

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**9. Describe how you explain information about course outcomes and their relevance to your students.**

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They like to see their progress and, as I've been working with many of them for more than a year, I can review the changes I'm seeing in their English proficiency.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

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(No response)