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ESOL 10/30- ESOL Level 1 & Level 3- Suzanne Tennent- Winter 2024

*** 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): Outcome #1**

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 #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?

Yes

If yes, are you assessing different outcomes?

No

Comments:

(No response)

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.) Outcome #1: Method to assess student understanding**

ESOL-10

With a partner, students conduct their own job interviews in pairs by writing out questions and answers after having completed In-Class and Student Lessons for Burlington English 3. Getting a Job/5. Watch and speak "A Job Interview." I circulate and check work before students perform the interviews for the other students. I ask questions orally regarding each interview and students provide short answers in written fashion or orally (one-on-one) with me.

ESOL30

With a partner, students create a dialogue expressing their preferences for banking options and including what they do not like about other options. I circulate and check work before students perform the dialogues for the other students. I ask questions orally regarding each dialogue and students provide short answers in written fashion or orally (one-on-one) with me.

*** Outcome #2: Method to assess student understanding**

ESOL 10

By looking at an image, students anticipate what job interview questions and answers might be before viewing and listening to the video from Burlington English 3. Getting a Job/5. Watch and speak "A Job Interview." After watching and analyzing the contents via the In-Class Lessons and the Student Lessons, students are asked to give short answers to both oral and written questions.

ESOL 30

Students prepare for the listening activity by discussing three general questions about banking in the United States. They preview vocabulary and then listen to the audio (Burlington English 4. Money Matters: 1. Listen & Speak: Types of Banks) at 1.25 speed, followed by normal speed. Students compare the three types of banking systems by listing the pros and cons of each with a vocabulary bank.

*** Outcome #3: Method to assess student understanding**

ESOL 10

As an introductory activity to the reading selection from Burlington English 3. Getting a Job/3. Read: "Night Jobs," students listen to text and review vocabulary. After the In-Class Lesson and corresponding Student Lessons are complete, in which the text is read several times and analyzed, students are asked to give short answers to both oral and written questions.

ESOL 30

Students listen to the text and review vocabulary as a warm up for the Burlington English 4. Money Matters/4. Read: Building a Credit History reading selection. After the In-Class Lesson and corresponding Student Lessons are complete, in which the text is read several times and analyzed, students are asked to answer multiple choice questions and give short answers to both oral and written questions.

*** 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

ESOL 10

The benchmark for Outcome #1 is that students who performed the job interviews were able to convey the information to their classmates with 75% accuracy or better.

ESOL 30

The benchmark for Outcome #1 is that students who performed the dialogues were able to convey the information to their classmates with 75% accuracy or better.

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

ESOL 10

The benchmark for Outcome ... is that students will be able to respond accurately to the questions with a 75% accuracy rate or better.

ESOL 30

The benchmark for Outcome ... is that students will be able to respond accurately describe different banking systems with a 85% accuracy rate or better.

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

ESOL 10

The benchmark for Outcome ... is that students will be able to respond accurately to the questions with a 75% accuracy rate or better.

ESOL 30

The benchmark for Outcome ... is that students will be able to respond accurately to the questions with a 75% accuracy rate or better.

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

¿Qué le ayudó a aprender mejor el inglés en este curso? Puede mencionar el programa Burlington English, el método, la maestra, y/o los asistentes.

Question #2

(No response)

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 Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Evidence" and/or "identify strategies" 3. ILO#4 - Cultural Awareness - "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 4. ILO#5 - Community and Environmental Responsibility - "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

(No response)