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ESOL 40/50 ESOL Level 4 Low Intermediate/Level 5 High Intermediate- Catherine Brown- Part B- Winter 2025

*** 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.

I'm wondering if what I have completed below is what you're asking here. It's not entirely clear to me. I've broken it down by outcome with the appropriate narrative in question 2. Thank you

* Outcome #1

Outcome #1: Speak independently so others can understand main ideas and related details in moderate-length conversations, instructions, or narratives about general interest topics.

After reading a passage and viewing a video related to the process of acquiring citizenship (Unit 10, lesson 6 Becoming a US Citizen in Government & Law in Burlington English), students will role play an immigration official and applicant engaged in a naturalization test.

100% of the students were able to provide an appropriate response to the questions administered in the mock naturalization test, using words supplied from a word bank. As we had also studied the passive tenses, students were requested to correctly utilize the passive tense in at least one reply. This "double assignment" proved challenging for some. 75% were able to do so correctly.

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

100%

* Outcome #2

For Outcome 2: Listen actively: Listen actively to understand main ideas and details in extended conversations, presentations or narratives about varied, general interest topics.

Students will view the video "A Story of Immigration to the United States" and identify the main thesis and four or more supporting details related to the presentation.

100% were able to identify the main thesis.

95% were able to identify four supporting details. The other 5% provided three details.

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

100%

*** Outcome #3**

Outcome 3: Read independently: Read independently with understanding a range of simple, everyday or personal texts including: tables, graphs, maps, and diagrams conveying limited information and multipart or multiple pages of simple connected text.

After reviewing the difference between a persuasive and informational nonfiction expository text, students will read a passage from the informational text, A Nation of Immigrants (unit 10, lesson 6 in Government & Law in Burlington English). They will summarize the organizing assertion and four supporting details.

100% of students were able to meet this criteria.

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

100%

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

We spent a good deal of time on vocabulary development, analyzing the written text or listening repeatedly to the listening passage in question. Therefore, by the time students were required to work with the information in an assessment, they felt comfortable doing so. We have practiced role plays in breakout groups (while I go from room to room to monitor and support). Therefore, they felt comfortable in this speaking task as well.

*** 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.**

Students can clearly see their growth over the terms with me. That being said, as is naturally the case with language learners, some wish they spoke, understood and comprehended text perfectly. This is quite a high bar, but we're making continual progress.

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

yes

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

I'm going to work with the Burlington English Career Exploration and Soft Skills section at the beginning of this course. I've not worked with that section before and am interested to see what the response will be.

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

I would love to continue to have Burlington English as an option.

*** 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.**

I continually create new assessments, as the curriculum is continually changing. Students stay with me over terms and years, so I don't repeat curriculum.

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

I explain to them that it helps me to see whether I've been effective in my teaching. Therefore, I ask they not feel nervous, as it's not a judgement of their learning or growth.

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. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

(No response)