



Course Assessment - Part A: Your Plan

Email

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Please select your course and name from the drop-down menu.

ESOL 30- Level 3, High Beginning-Renee Thessing-Part A- Winter 2026

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 you Student Course Evaluation survey):

Outcome #1

Speak so others can understand short, simple sentences on familiar topics and hold brief conversations which are expansions of familiar phrases and exchanges.

Outcome #2

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

Outcome #3

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.

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

No

Degree, Certificate or Programs Outcomes

2. To which degree(s) or certificate(s) does your course map?

General Education

English for Speakers of Other Languages (ESOL)

Pre-College Program

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 role-play different conversations in pairs. Conversations will be scaffolded with a template and vocabulary. I will assess their conversations using a rubric that measures initiation, response, fluidity, content, and clarity.

Outcome #2: Method to assess student understanding

Students will listen to a conversation in Burlington English and their conversation will be assessed through a matching and sequencing activity.

Outcome #3: Method to assess student understanding

With scaffolding, students will read a passage from a Burlington English lesson and answer comprehension questions.

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

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

The benchmark for meeting this outcome will be 70% or 14/20 points on the rubric.

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

The benchmark for this outcome will be 70%.

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

The benchmark for this outcome will be 67%.

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

Instructor Question #1

What activities were best for your learning? What activities did you not like? Some learning activities were conversations in pairs, writing in a group, answering individually with a whiteboard, writing independently, watching and listening to videos, reviewing grammar rules, team competitions, etc.

Instructor Question #2

There are 4 domains in language learning: reading, writing, speaking and listening. What domain do you need to improve the most? Was there enough practice in this domain to improve your skills?

Do you require the names of students who completed the course evaluation survey?

NO

ILO Connection:

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 - Intercultural Knowledge and Competence - "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others")
4. ILO#5 - Community and Environmental Responsibility
5. ILO#3 - Quantitative Literacy - "Assumptions"