



COLUMBIA GORGE
COMMUNITY COLLEGE

Course Assessment - Part B: Your Results & Analysis

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

ESOL30-Level 3, High Beginning- Renee Thessing- Part B- Spring 2026

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.

Outcome Achievement Data

Student 1) 1. 90% 2. 45% 3. 80%
 Student 2) 1. 70% 2. 78% 3. 93%
 Student 3) 1. 100% 2. 100% 3. 93%
 Student 4) 1. 70% 2. 45% 3. 73%
 Student 5) 1. 70% 2. 78% 3. 80%
 Student 6) 1. 75% 2. 45% 3. 67%
 Student 7) 1. 55% 2. 11% 3. 53%
 Student 8) 1. 75% 2. 45% 3. N/A
 Student 9) 1. 85% 2. 78% 3. N/A

2. Report the percentage of students who successfully achieved the outcome at a C or above. (Outcome #1, #2, #3 can be copied/pasted from question 1 of Part A)

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.

Percentage (%) of students who successfully achieved the outcome (C or above) 89%

Outcome #2

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

Percentage (%) of students who successfully achieved the outcome (C or above) 55%

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.

Percentage (%) of students who successfully achieved the outcome (C or above) 71%

Analysis

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

The ESOL students this term were committed and engaged in their learning. They performed highest in the speaking outcome. The rubric measured their engagement as well as the content and clarity of their speech. I established a routine and expectation of speaking in partners each lesson, and I believe that this has contributed to their willingness to initiate conversations and take risks even if their language and pronunciation are not precise.

The listening outcome had the lowest number of students meet the benchmark. The listening activity was a video of a family talking about their moving day plans. It was from the High Beginner Burlington English Curriculum. The speech was at a normal rate, and students needed to track the sequence of tasks for the day. Usually, in class, we do these listening tasks more infrequently and discuss answers as a group. This assessment showed the need for students to engage in listening activities more independently.

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.

The self-assessment survey results are inaccurate because students did not understand what the survey was asking. The main question had been translated, but the frames were in English. I think a solution would be to provide this self-assessment at the beginning of the course, and then again at the end of the course. I would prefer to give them a paper document to assess their own learning.

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

Yes, the students' achievement mostly aligned with their CASAS proficiencies. The assessments were from the High Beginner Burlington English Curriculum. Students who perform more at a low beginner level did not achieve proficiency on the assessments.

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

Burlington English provides a year scope and sequence, unit structure, and great lesson resources. However, it does not provide enough practice, nor frequent spiraling of grammar structures. In this first year of teaching, I combined resources from three different levels (low and high beginner, and high intermediate) to meet the various needs of my students. Now that I have completed a year of teaching, I will include more supplemental materials, especially information gap activities that require students to be precise in their speaking and attentive in listening.

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

None. Burlington English provides the foundational materials that are necessary.

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.

N/A

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

This was my first semester completing course outcomes. Next semester, I look to incorporate an initial self-assessment to better understand what my students wish to learn and their own understanding of their language skills.

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: Intercultural Knowledge and Competence. 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 - "Assumptions"

The speaking rubric I developed to assess students' oral skills had three out of 5 indicators focused on content and control of syntax/mechanics (ILO 1). The Speaking rubric also had an indicator called "Initiation." A student who received full points "eagerly initiates speech and consistently uses greetings and closings." I continually emphasized that students should greet each other and learn each others' names to help build an inclusive community (ILO 3).

For the listening assessment, students needed to sequence the tasks for the family's moving day. This was a critical thinking task beyond responding to multiple choice questions (ILO #2).

The Reading assessment focused on a fictional newspaper article about a small town building a traffic circle. During this unit, I shared the City of Hood River's Heights Streetscape proposal and students engaged in a discussion about whether or not they were for or against the real life proposal (ILO #5)