Time Submitted	April 11, 2015 9:41 AM
Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.	ESOL Level B - Belmore
1. Report the data gathered via the assignments, tests, etc. identified in question 3 of your Part A, and analyze student achievement for the course outcomes you selected. (Note that student evalu	Outcome 1: At the end of the term, I administered a listening assessment wherein the students presented information about how to prevent diseases with a high prevalence among HIspanics. During the presentations, their classmates used the OABS Listening Speaking Standard to prepare, predict, monitor and integrate the listening activity. They took notes or drew pictures as they listened. I collected their worksheets in order to evaluate how much they had comprehended. If the students had three or more appropriate ideas on their papers, I judged them to be adequately proficient at the listening task. Outcome 2: At the end of the term, I administered a reading comprehension quiz using short articles from the resource, Easy True Stories, which contains simplified version of stories taken from news articles and provides visual support materials. If the students were correct on 80% or more of the questions, I judged them to be adequately proficient at the reading comprehension task. Outcome 3: At the end of the term, each student wrote a note to their employer or family member regarding an upcoming appointment or other work-related information. I judged the notes to be adequate if I could understand the gist of their writing.
Outcome #1	Outcome 1: At the end of the term, I will administer a listening quiz using the website www.newsinenglish.com to evaluate each student's ability to understand simple news information.
% of Students who successfully achieved the outcome:	88%
Outcome #2	Outcome 2: At the end of the term, I will administer a reading comprehension quiz using short articles from the resource, Easy True Stories, which contains simplified version of stories taken from news articles and provides visual support. materials.
% of Students who successfully achieved the outcome:	79%

Outcome #3	Outcome 3: At the end of the term, each student will be asked to write a note to their employer or family member regarding an upcoming appointment or other work-related information.
% of Students who successfully achieved the outcome:	100%
2. Reflect on your assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate.	Outcome #1: I decided to revamp my listening assessment as a result of an online course on how to incorporate instruction in listening and speaking strategies to ESOL students. Rather than just having them do an on-line quiz, I created an in-class assessment where we were able to use the entire OABS Listening Learning Standard in the assessment. By this, I mean that the class prepared for the listening task, predicted what we would be hearing (activated prior knowledge), decided what strategies to use while we were listening, took notes or drew pictures and then integrated the any new knowledge into their schema. The students were very engaged and the presentations were a nice challenge for them as well. The results were good: all but one of the 8 students made enough notes to demonstrate their competence at the listening task. This compares to the students' self-assessment of 100% of them rating themselves as good or higher in their listening abilities at the end of the course.

Outcome #2: This assessment went off as I had originally planned. This was a fairly easy reading activity and 79% (11 out of 14) students were able to answer 80% or more of the comprehension questions correctly. This compares to 100% of the students self-assessing as good or above in reading comprehension by the end of the term.

Outcome #3: It is very difficult to evaluate the writing of Level B ESOL students. I decided that as long as the meaning was comprehensible, their writing was effective. With this low standard, 100% of the students were judged to be proficient. However, the students' self-assessment was more critical, with 33% of the students feeling that their writing ability was only fair at the end of the term. This is probably more accurate, as the students recognize that they do not have mastery of basic conventions of written English. |

3. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc)?	Based on these results, I have a few ideas for changes I would make in future Level B courses: 1. I would do more listening activities similar to the disease prevention presentations. This unit was effective because it integrated reading/ writing/ listening and speaking all around a theme that was very relevant to the students' lives. We had important discussions about the high incidence of diabetes and stroke in their communities, and the students were able to share information and concerns. 2. Next time I would choose more relevant reading materials and integrate the OABS Reading Learning Standard into the entire lesson. We actually did use the Learning Standard for a unit on pending changes to immigration policy, but the material was so complex, that it would have been hard to evaluate reading comprehension. The challenge is to find appropriate assessment for relevant reading work at this low level of ESOL 3. Next time I would spend more time on writing conventions. In the course evaluation, one student suggested doing more dictation in the class. This, coupled with a Daily Oral Language type activity, wherein common writing errors are corrected, may be useful additions to the curriculum.
4. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What budget implications result?	None
5. Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?	I think they were adequate, but limited, mostly because they were just one-time assessments. Next time, I would attempt to measure these outcome two or three times during the term in order to document progress and identify common areas of struggle more clearly.
Attach supporting documentation (optional):	