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ESOL 30/40-ESOL Level 3 High Beginning/Level 4 Low Intermediate- Jon Kleeman- Part A- Winter 2025

*** 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 key information in simple conversations and short narrative explanations or descriptions on familiar topics.

*** Outcome #2**

Write independently to express meaning a few short paragraphs or simple instructions that are personally relevant or functional to address work and family purposes.

*** Outcome #3**

Listen actively to understand main ideas and relevant details from simple narratives, conversations, explanations, and presentations.

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

Yes

If yes, are you assessing different outcomes?

Yes

Comments:

I am choosing to assess Speaking, Writing, and Listening because the CASAS Test already tracks Reading.

2. To which degree(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes

Pre-College Program, GENERAL EDUCATION

*** 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**

Speaking Outcome. This one is already complete. The students each gave a 5 minute presentation describing a place where they have lived. I created a Speaking Presentation Rubric to assess:

1. content
2. vocabulary usage
3. fluency
4. Eye Contact
5. Q and A
- 6 Overall Effort

I'll use this rubric to get an individualized performance of each student.

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

To assess the ESOL Outcome for Writing, I will have students create a list of directions about how to do something. They will use google docs and Grammarly. Then I will use a similar rubric to assess their writing and get a percentage for each student.

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

For the listening outcome, I will observe the students while they have conversations with each other. Then there will be another activity where they listen to 2 minute news podcasts. I'll use another rubric for listening, and compile the results for both activities to get a percentage.

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

The goal for the ESOL Speaking Outcome for each student is 70% proficiency, exemplary is 90% or above.

I will use the speaking rubric to get an idea of their current performance, and I will have other opportunities throughout the quarter, or their time in ESOL to track their performance/improvement. These rubrics will drive my instruction and I can form groups with students who could benefit from extra instruction/explanations/practice in this area: Speaking

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

The goal for the ESOL Writing Outcome for each student is 70% proficiency, exemplary is 90% or above.

I will use the speaking rubric to get an idea of their current performance, and I will have other opportunities throughout the quarter, or their time in ESOL to track their performance/improvement. These rubrics will drive my instruction and I can form groups with students who could benefit from extra instruction/explanations/practice in this area: Writing

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

The goal for the ESOL Listening Outcome for each student is 70% proficiency, exemplary is 90% or above. The benchmark for meeting this outcome will be a 70% correct number of responses per student.

I will use the speaking rubric to get an idea of their current performance, and I will have other opportunities throughout the quarter, or their time in ESOL to track their performance/improvement. These rubrics will drive my instruction and I can form groups with students who could benefit from extra instruction/explanations/practice in this area: Listening

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

What activities had a positive impact on your English Language Learning journey, and which ones didn't have a strong impact. If they were not beneficial to you, do you think they had a benefit for others students.

Question #2

Was the balance of reading, writing, listening, and speaking, tech, soft skills, group work, public speaking adequate for you? What areas need more time in class?

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

ILO#1- WhatsApp group for communicating using reading, writing, speaking, and listening outside of class.