Current SLOs for NESL and ESL Courses
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NESL 922

Understanding Everyday Questions: Students will be able to understand everyday questions.

Yes/No Questions: Students will respond appropriately to yes/no questions on familiar topics.

NESL 961

Alphabet: Students will understand and intelligibly pronounce the English alphabet.

Respond to everyday questions: Students will be able to understand and correctly respond to everyday questions in English.

NESL 962

Spoken Description: Students will bring something to class and describe it in a few short sentences.

Talk about daily lives: Students will be able to talk about their daily lives in understandable English.

NESL 963

Personal Introduction: Students will introduce themselves to another student in clear and correct English.

Short narratives: Students will be able to understand short narratives.

NESL 964

Speech: Students will organize their ideas on a topic and speak in clear English for two or three minutes.

Talk about experiences: Students will be able to talk in front of their peers about experiences in their lives.

NESL 972

Understanding Charts and Data: Students will be able to identify and demonstrate their understanding of information found in charts or data.

Daily routines and Basic Personal Information: Students will be able to respond both orally and in written form to questions about basic personal information and daily routine activities.

NESL 983

Word Document Assignment: Students will be able to follow written instructions provided by the teacher to produce a word document using a computer. They will be able to choose a particular font size and font style and include a graphic on the document.

Emailing an Attachment Assignment: Students will be able to save the document and send it as an e-mail attachment to the teacher, using appropriate email etiquette.

NESL 994

Computer Graph: Students will create a basic graph or chart using word processing and spreadsheet applications.

Writing: Students will demonstrate intermediate-level writing skills by writing paragraphs and short reports. They will show control of grammar, vocabulary, and organization in their writing.

Emailing an Attachment Assignment: Students will be able to save the document and send it as an e-mail attachment to the teacher, using appropriate email etiquette.

NESL 901

Label objects: Students will be able to identify objects commonly found in the classroom, home, or community.

Yes/No Questions: Students will be able to answer yes/no questions about items in the classroom.

NESL 902

Describe Activities: Students will describe everyday activities using present tense.

Job Application: Students will accurately fill out a job application

NESL 903

Write a Short Description: Students will describe a thing or a place in 5-7 sentences. They will use correct grammar and vocabulary words they have learned in class in their sentences.

Information from a Chart: Students will correctly find and copy required information from a chart.

NESL 904

Final Paragraph: Students will be able to write an organized paragraph using correct grammar and appropriate vocabulary.

Speaking Assessment: Students will be able to speak clearly on a focused topic for 2-3 minutes.

ESL 9/NESL 909

Recorded Interview: Students will use English pronunciation rules to pronounce words and sentences clearly.

Listening Goal: Students will listen, identify and mark stressed words in spoken speech.

ESL 10/NESL 910

Recorded Interview: Students will use English pronunciation rules to correctly produce sounds, syllables, words, phrases, sentences, and conversations.

Listening Goals: Students will listen, identify and mark focus words in spoken speech.

ESL 12/NESL 912

Identification and Correction: Students will apply knowledge of grammatical errors discussed in class by locating and correcting errors with simple present, simple past, and present progressive in sentences.

Writing: Students will write a timed, in-class set of sentences showing an ability to use simple present, simple past, and present progressive verb tenses.

ESL 13/NESL 913

Identification and Correction: Students will apply knowledge of grammatical errors discussed in class by locating and correcting errors with present perfect verbs within a paragraph.

Writing: Students will write a timed, in-class paragraph with correct uses of present modals in it.

ESL 14/NESL 914

Identification and Correction: Students will use knowledge of grammatical errors discussed in class to properly identify and correct errors in noun clauses within a paragraph.

Writing: SLO Students will write a timed, in-class paragraph with correct uses of past modals in it.

ESL 20/NESL 920

Lecture Notes and Comprehension: Successful students will be able to take notes on a simplified lecture and effectively use their notes to answer questions based on the lecture.

Speaking: By the end of the course, successful students will organize and give an individual presentation incorporating research and visual aids.

ESL 45/NESL 945

Reading: Students will find the main idea in a paragraph.

Writing: At the end of this class, students will write an in-class paragraph on a topic from class using a topic sentence, examples, correct spelling, academic vocabulary and different sentence types.

ESL 55/NESL 955

Reading: Students will identify specific details in a moderately complex text.

Writing: At the end of this course, students will be able to complete an in-class writing of an extended academic paragraph or multi-paragraph composition on a topic from class. The writing should have a topic sentence, examples and support, academic vocabulary, subordination and coordination, appropriate punctuation, and minimal grammatical errors.

ESL 98.1

Computer graph: Students will show computer skills by creating a graph or chart based on information they have analyzed.

Writing: Students will demonstrate intermediate ESL level writing skills by using proper grammar, appropriate vocabulary, and paragraph organization.

ESL 98.2

Writing: Students will demonstrate advanced writing skills in a multi-paragraph essay, including control of grammar, vocabulary, and paragraph and essay organization.

Computer skills: Students will produce a set of graphs or charts based on the interpretation and analysis of data. They will use word-processing and spreadsheet applications to demonstrate their skills.

ESL 101

Final Essay: Students will be able to write an organized, multi-paragraph essay that is on-topic and uses transitions, appropriate grammar, and varied sentence types.

Summary: Students will be able to write a one-paragraph summary of a short academic article. The summary will include the key components of a summary as well as academic vocabulary and appropriate grammar.

ESL 102

Final Essay: Students will be able to write an organized, multi-paragraph essay that is supported by outside sources in response to a reading. The essay should feature varied sentence types, transitions, academic vocabulary, and appropriate grammar.

Sentence Editing: Students will be able to correctly edit their own sentences.

ESL 103

Final Essay: Students will be able to write an organized, detailed, multi-paragraph essay supported by multiple outside sources in response to selected readings. The essay should feature varied sentence types, transitions, academic vocabulary, and appropriate grammar.

Argument Analysis: Students will be able to identify, explain and determine the strength of an author's claim or argument in a reading selection.

ESL 105

Final Essay: Students will be able to write an organized, multi-paragraph essay that is on-topic and uses appropriate transitions, varied sentence types, and appropriate grammar.

Summary: Students will be able to write a clear, focused summary of an article. The summary should feature signature components of a summary, academic vocabulary, and appropriate grammar.

ESL 106

Final Essay: Students will be able to write an organized, detailed, multi-paragraph essay supported by multiple outside sources in response to selected readings. The essay should feature varied sentence types, transitions, academic vocabulary, appropriate grammar, and appropriate citations.

Summary Response: Students will be able to write a summary response after reading an article. The summary should feature signature components of a summary, a response that reacts to an idea found in the article, academic vocabulary, and appropriate grammar.