

COURSE SLO ASSESSMENT 4-YEAR TIMELINE

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
El Camino: Course SLOs (HUM) - ESL	2013-14 (Spring 2014)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #1	Students will write a summary of a low-intermediate text in their own words, including the title and source of the text and key points.
	2013-14 (Spring 2014)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #2	Students will write an effective response to a low-intermediate text, consisting of a personal narrative, opinion, or analysis.
	2013-14 (Spring 2014)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #3	Students will correctly use basic transition words, basic verb tenses, basic sentence structure, and paragraph format.
	2013-14 (Spring 2014)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #1	Students will demonstrate basic organizing elements such as a thesis, topic sentences, and transitions.
	2013-14 (Spring 2014)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #2	Students will use textual evidence from a high-intermediate level text.
	2013-14 (Spring 2014)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #3	Students will use proper formatting and basic documentation of sources.
	2013-14 (Spring 2014)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #4	Students will demonstrate correct grammar and sentence structure at the high-intermediate level.
	2013-14 (Spring 2014)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #1	Students will demonstrate organizing elements such as a thesis, topic sentences, and transitions.
	2013-14 (Spring 2014)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #2	Students will use basic research skills and textual evidence from an advanced-level text.
	2013-14 (Spring 2014)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #3	Students will use proper formatting and MLA documentation.
	2013-14 (Spring 2014)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #4	Students will demonstrate correct grammar and sentence structure.
	2014-15 (Fall 2014)	ECC: ESL 51A	Introduction to English in Conversation	SLO #1	Students will plan and deliver a 3-5 minute speech on a beginning-level topic.
	2014-15 (Fall 2014)	ECC: ESL 51A	Introduction to English in Conversation	SLO #2	Students will use relatively comprehensible pronunciation and stress patterns.
	2014-15 (Fall 2014)	ECC: ESL 51A	Introduction to English in Conversation	SLO #3	Students will respond appropriately to questions about a familiar topic.
2014-15 (Fall 2014)	ECC: ESL 51A	Introduction to English in Conversation	SLO #4	Students will demonstrate comprehension of a beginning-level listening passage.	
2014-15 (Fall 2014)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #1	Students will plan and deliver a 5-7 minute speech on an intermediate-level topic.	
2014-15 (Fall 2014)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #2	Students will use relatively correct phonemes, stress, and intonation.	
2014-15 (Fall 2014)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #3	Students will distinguish phonemic differences in words.	

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	2014-15 (Fall 2014)	ECC: ESL 51B	Speaking and Pronunciation	SLO #3	Students will distinguish phonemic differences in words.
	2014-15 (Fall 2014)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #4	Students will demonstrate comprehension of an intermediate-level listening passage.
	2014-15 (Fall 2014)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #1	Students will plan and deliver an 8-10 minute, well-organized speech on an advanced-level topic.
	2014-15 (Fall 2014)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #2	Students will use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features.
	2014-15 (Fall 2014)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #3	Students will select and retain salient information from advanced-level sources.
	2014-15 (Fall 2014)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #4	Students will formulate questions and respond appropriately in academic and other advanced-level situations.
	2014-15 (Fall 2014)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #1	Given a low intermediate text, students will identify main ideas and specific details.
	2014-15 (Fall 2014)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #2	Given a low intermediate text, students will choose the correct definition of unfamiliar words based on the context.
	2014-15 (Fall 2014)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #3	Given a low intermediate text, students will choose the correct word form to complete a sentence.
	2014-15 (Fall 2014)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #4	Given a low intermediate text, students will explain plots, describe settings and characters.
	2014-15 (Fall 2014)	ECC: ESL 52C	Advanced Reading	SLO #1	Given an advanced text, students will use textual evidence to analyze themes and plots, describe settings and examine characters.
	2014-15 (Fall 2014)	ECC: ESL 52C	Advanced Reading	SLO #2	Given an advanced text, students will identify and examine literary devices, such as metaphor, simile.
	2014-15 (Fall 2014)	ECC: ESL 52C	Advanced Reading	SLO #3	Given an advanced text, students will define the meaning of unfamiliar words from the context.
	2014-15 (Fall 2014)	ECC: ESL 52C	Advanced Reading	SLO #4	Given an advanced text, students will interpret implied meaning or intent.
	2014-15 (Fall 2014)	ECC: ESL 52C	Advanced Reading	SLO #5	Given an advanced text, students will restate main ideas.
	2014-15 (Spring 2015)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #1	Students will write a summary of a low-intermediate text in their own words, including the title and source of the text and key points.
	2014-15 (Spring 2015)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #2	Students will write an effective response to a low-intermediate text, consisting of a personal narrative, opinion, or analysis.
	2014-15 (Spring 2015)	ECC: ESL 53A	Elementary Writing and	SLO #3	Students will correctly use basic transition words, basic verb tenses,

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	2014-15 (Spring 2015)	ECC: ESL 53A	Grammar	SLO #3	basic sentence structure, and paragraph format.
	2014-15 (Spring 2015)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #1	Students will demonstrate basic organizing elements such as a thesis, topic sentences, and transitions.
	2014-15 (Spring 2015)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #2	Students will use textual evidence from a high-intermediate level text.
	2014-15 (Spring 2015)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #3	Students will use proper formatting and basic documentation of sources.
	2014-15 (Spring 2015)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #4	Students will demonstrate correct grammar and sentence structure at the high-intermediate level.
	2014-15 (Spring 2015)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #1	Students will demonstrate organizing elements such as a thesis, topic sentences, and transitions.
	2014-15 (Spring 2015)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #2	Students will use basic research skills and textual evidence from an advanced-level text.
	2014-15 (Spring 2015)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #3	Students will use proper formatting and MLA documentation.
	2014-15 (Spring 2015)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #4	Students will demonstrate correct grammar and sentence structure.
	2015-16 (Fall 2015)	ECC: ESL 51A	Introduction to English in Conversation	SLO #1	Students will plan and deliver a 3-5 minute speech on a beginning-level topic.
	2015-16 (Fall 2015)	ECC: ESL 51A	Introduction to English in Conversation	SLO #2	Students will use relatively comprehensible pronunciation and stress patterns.
	2015-16 (Fall 2015)	ECC: ESL 51A	Introduction to English in Conversation	SLO #3	Students will respond appropriately to questions about a familiar topic.
	2015-16 (Fall 2015)	ECC: ESL 51A	Introduction to English in Conversation	SLO #4	Students will demonstrate comprehension of a beginning-level listening passage.
	2015-16 (Fall 2015)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #1	Students will plan and deliver a 5-7 minute speech on an intermediate-level topic.
	2015-16 (Fall 2015)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #2	Students will use relatively correct phonemes, stress, and intonation.
	2015-16 (Fall 2015)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #3	Students will distinguish phonemic differences in words.
	2015-16 (Fall 2015)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #4	Students will demonstrate comprehension of an intermediate-level listening passage.
	2015-16 (Fall 2015)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #1	Students will plan and deliver an 8-10 minute, well-organized speech on an advanced-level topic.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2015-16 (Fall 2015)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #2	Students will use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features.
	2015-16 (Fall 2015)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #3	Students will select and retain salient information from advanced-level sources.
	2015-16 (Fall 2015)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #4	Students will formulate questions and respond appropriately in academic and other advanced-level situations.
	2015-16 (Fall 2015)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #1	Given a low intermediate text, students will identify main ideas and specific details.
	2015-16 (Fall 2015)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #2	Given a low intermediate text, students will choose the correct definition of unfamiliar words based on the context.
	2015-16 (Fall 2015)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #3	Given a low intermediate text, students will choose the correct word form to complete a sentence.
	2015-16 (Fall 2015)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #4	Given a low intermediate text, students will explain plots, describe settings and characters.
	2015-16 (Fall 2015)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #1	Given a high intermediate text, students will interpret the implied meaning or intent.
	2015-16 (Fall 2015)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #2	Given a high intermediate text, students will identify main ideas and specific details.
	2015-16 (Fall 2015)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #3	Given a high intermediate text, students will choose the correct definition of unfamiliar words based on the context.
	2015-16 (Fall 2015)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #4	Given a high intermediate text, students will choose the correct word form to complete a sentence.
	2015-16 (Fall 2015)	ECC: ESL 52C	Advanced Reading	SLO #1	Given an advanced text, students will use textual evidence to analyze themes and plots, describe settings and examine characters.
	2015-16 (Fall 2015)	ECC: ESL 52C	Advanced Reading	SLO #2	Given an advanced text, students will identify and examine literary devices, such as metaphor, simile.
	2015-16 (Fall 2015)	ECC: ESL 52C	Advanced Reading	SLO #3	Given an advanced text, students will define the meaning of unfamiliar words from the context.
	2015-16 (Fall 2015)	ECC: ESL 52C	Advanced Reading	SLO #4	Given an advanced text, students will interpret implied meaning or intent.
	2015-16 (Fall 2015)	ECC: ESL 52C	Advanced Reading	SLO #5	Given an advanced text, students will restate main ideas.
	2015-16 (Spring 2016)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #5	Given a high intermediate text, students will analyze themes and plots, describe settings and examine characters.
	2015-16 (Spring 2016)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #1	Students will write a summary of a low-intermediate text in their own words, including the title and source of the text and key points.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2015-16 (Spring 2016)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #2	Students will write an effective response to a low-intermediate text, consisting of a personal narrative, opinion, or analysis.
	2015-16 (Spring 2016)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #3	Students will correctly use basic transition words, basic verb tenses, basic sentence structure, and paragraph format.
	2015-16 (Spring 2016)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #1	Students will demonstrate basic organizing elements such as a thesis, topic sentences, and transitions.
	2015-16 (Spring 2016)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #2	Students will use textual evidence from a high-intermediate level text.
	2015-16 (Spring 2016)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #3	Students will use proper formatting and basic documentation of sources.
	2015-16 (Spring 2016)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #4	Students will demonstrate correct grammar and sentence structure at the high-intermediate level.
	2015-16 (Spring 2016)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #1	Students will demonstrate organizing elements such as a thesis, topic sentences, and transitions.
	2015-16 (Spring 2016)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #2	Students will use basic research skills and textual evidence from an advanced-level text.
	2015-16 (Spring 2016)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #3	Students will use proper formatting and MLA documentation.
	2015-16 (Spring 2016)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #4	Students will demonstrate correct grammar and sentence structure.
	2016-17 (Fall 2016)	ECC: ESL 51A	Introduction to English in Conversation	SLO #1	Students will plan and deliver a 3-5 minute speech on a beginning-level topic.
	2016-17 (Fall 2016)	ECC: ESL 51A	Introduction to English in Conversation	SLO #2	Students will use relatively comprehensible pronunciation and stress patterns.
	2016-17 (Fall 2016)	ECC: ESL 51A	Introduction to English in Conversation	SLO #3	Students will respond appropriately to questions about a familiar topic.
	2016-17 (Fall 2016)	ECC: ESL 51A	Introduction to English in Conversation	SLO #4	Students will demonstrate comprehension of a beginning-level listening passage.
	2016-17 (Fall 2016)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #1	Students will plan and deliver a 5-7 minute speech on an intermediate-level topic.
	2016-17 (Fall 2016)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #2	Students will use relatively correct phonemes, stress, and intonation.
	2016-17 (Fall 2016)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #3	Students will distinguish phonemic differences in words.
	2016-17 (Fall 2016)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #4	Students will demonstrate comprehension of an intermediate-level listening passage.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2016-17 (Fall 2016)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #1	Given a low intermediate text, students will Identify main ideas and specific details.
	2016-17 (Fall 2016)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #2	Given a low intermediate text, students will choose the correct definition of unfamiliar words based on the context.
	2016-17 (Fall 2016)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #3	Given a low intermediate text, students will choose the correct word form to complete a sentence.
	2016-17 (Fall 2016)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #4	Given a low intermediate text, students will explain plots, describe settings and characters.
	2016-17 (Fall 2016)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #1	Given a high intermediate text, students will interpret the implied meaning or intent.
	2016-17 (Fall 2016)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #2	Given a high intermediate text, students will identify main ideas and specific details.
	2016-17 (Fall 2016)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #3	Given a high intermediate text, students will choose the correct definition of unfamiliar words based on the context.
	2016-17 (Fall 2016)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #4	Given a high intermediate text, students will choose the correct word form to complete a sentence.
	2016-17 (Fall 2016)	ECC: ESL 52C	Advanced Reading	SLO #1	Given an advanced text, students will use textual evidence to analyze themes and plots, describe settings and examine characters.
	2016-17 (Fall 2016)	ECC: ESL 52C	Advanced Reading	SLO #2	Given an advanced text, students will identify and examine literary devices, such as metaphor, simile.
	2016-17 (Fall 2016)	ECC: ESL 52C	Advanced Reading	SLO #3	Given an advanced text, students will define the meaning of unfamiliar words from the context.
	2016-17 (Fall 2016)	ECC: ESL 52C	Advanced Reading	SLO #4	Given an advanced text, students will interpret implied meaning or intent.
	2016-17 (Fall 2016)	ECC: ESL 52C	Advanced Reading	SLO #5	Given an advanced text, students will restate main ideas.
	2016-17 (Spring 2017)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #1	Students will plan and deliver an 8-10 minute, well-organized speech on an advanced-level topic.
	2016-17 (Spring 2017)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #2	Students will use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features.
	2016-17 (Spring 2017)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #3	Students will select and retain salient information from advanced-level sources.
	2016-17 (Spring 2017)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #4	Students will formulate questions and respond appropriately in academic and other advanced-level situations.
	2016-17 (Spring 2017)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #5	Given a high intermediate text, students will analyze themes and plots, describe settings and examine characters.

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	2016-17 (Spring 2017)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #1	Students will write a summary of a low-intermediate text in their own words, including the title and source of the text and key points.
	2016-17 (Spring 2017)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #2	Students will write an effective response to a low-intermediate text, consisting of a personal narrative, opinion, or analysis.
	2016-17 (Spring 2017)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #3	Students will correctly use basic transition words, basic verb tenses, basic sentence structure, and paragraph format.
	2016-17 (Spring 2017)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #1	Students will demonstrate basic organizing elements such as a thesis, topic sentences, and transitions.
	2016-17 (Spring 2017)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #2	Students will use textual evidence from a high-intermediate level text.
	2016-17 (Spring 2017)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #3	Students will use proper formatting and basic documentation of sources.
	2016-17 (Spring 2017)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #4	Students will demonstrate correct grammar and sentence structure at the high-intermediate level.
	2016-17 (Spring 2017)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #1	Students will demonstrate organizing elements such as a thesis, topic sentences, and transitions.
	2016-17 (Spring 2017)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #2	Students will use basic research skills and textual evidence from an advanced-level text.
	2016-17 (Spring 2017)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #3	Students will use proper formatting and MLA documentation.
	2016-17 (Spring 2017)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #4	Students will demonstrate correct grammar and sentence structure.
	2017-18 (Fall 2017)	ECC: ESL 51A	Introduction to English in Conversation	SLO #1	Students will plan and deliver a 3-5 minute speech on a beginning-level topic.
	2017-18 (Fall 2017)	ECC: ESL 51A	Introduction to English in Conversation	SLO #2	Students will use relatively comprehensible pronunciation and stress patterns.
	2017-18 (Fall 2017)	ECC: ESL 51A	Introduction to English in Conversation	SLO #3	Students will respond appropriately to questions about a familiar topic.
	2017-18 (Fall 2017)	ECC: ESL 51A	Introduction to English in Conversation	SLO #4	Students will demonstrate comprehension of a beginning-level listening passage.
	2017-18 (Fall 2017)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #1	Students will plan and deliver a 5-7 minute speech on an intermediate-level topic.
	2017-18 (Fall 2017)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #2	Students will use relatively correct phonemes, stress, and intonation.
	2017-18 (Fall 2017)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #3	Students will distinguish phonemic differences in words.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2017-18 (Fall 2017)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #4	Students will demonstrate comprehension of an intermediate-level listening passage.
	2017-18 (Fall 2017)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #1	Students will plan and deliver an 8-10 minute, well-organized speech on an advanced-level topic.
	2017-18 (Fall 2017)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #2	Students will use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features.
	2017-18 (Fall 2017)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #3	Students will select and retain salient information from advanced-level sources.
	2017-18 (Fall 2017)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #4	Students will formulate questions and respond appropriately in academic and other advanced-level situations.
	2017-18 (Fall 2017)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #1	Given a low intermediate text, students will identify main ideas and specific details.
	2017-18 (Fall 2017)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #2	Given a low intermediate text, students will choose the correct definition of unfamiliar words based on the context.
	2017-18 (Fall 2017)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #3	Given a low intermediate text, students will choose the correct word form to complete a sentence.
	2017-18 (Fall 2017)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #4	Given a low intermediate text, students will explain plots, describe settings and characters.
	2017-18 (Fall 2017)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #1	Given a high intermediate text, students will interpret the implied meaning or intent.
	2017-18 (Fall 2017)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #2	Given a high intermediate text, students will identify main ideas and specific details.
	2017-18 (Fall 2017)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #3	Given a high intermediate text, students will choose the correct definition of unfamiliar words based on the context.
	2017-18 (Fall 2017)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #4	Given a high intermediate text, students will choose the correct word form to complete a sentence.
	2017-18 (Fall 2017)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #5	Given a high intermediate text, students will analyze themes and plots, describe settings and examine characters.
	2017-18 (Fall 2017)	ECC: ESL 52C	Advanced Reading	SLO #1	Given an advanced text, students will use textual evidence to analyze themes and plots, describe settings and examine characters.
	2017-18 (Fall 2017)	ECC: ESL 52C	Advanced Reading	SLO #2	Given an advanced text, students will identify and examine literary devices, such as metaphor, simile.
	2017-18 (Fall 2017)	ECC: ESL 52C	Advanced Reading	SLO #3	Given an advanced text, students will define the meaning of unfamiliar words from the context.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2017-18 (Fall 2017)	ECC: ESL 52C	Advanced Reading	SLO #4	Given an advanced text, students will interpret implied meaning or intent.
	2017-18 (Fall 2017)	ECC: ESL 52C	Advanced Reading	SLO #5	Given an advanced text, students will restate main ideas.
	2017-18 (Spring 2018)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #1	Students will write a summary of a low-intermediate text in their own words, including the title and source of the text and key points.
	2017-18 (Spring 2018)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #2	Students will write an effective response to a low-intermediate text, consisting of a personal narrative, opinion, or analysis.
	2017-18 (Spring 2018)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #3	Students will correctly use basic transition words, basic verb tenses, basic sentence structure, and paragraph format.
	2017-18 (Spring 2018)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #1	Students will demonstrate basic organizing elements such as a thesis, topic sentences, and transitions.
	2017-18 (Spring 2018)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #2	Students will use textual evidence from a high-intermediate level text.
	2017-18 (Spring 2018)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #3	Students will use proper formatting and basic documentation of sources.
	2017-18 (Spring 2018)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #4	Students will demonstrate correct grammar and sentence structure at the high-intermediate level.
	2017-18 (Spring 2018)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #1	Students will demonstrate organizing elements such as a thesis, topic sentences, and transitions.
	2017-18 (Spring 2018)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #2	Students will use basic research skills and textual evidence from an advanced-level text.
	2017-18 (Spring 2018)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #3	Students will use proper formatting and MLA documentation.
	2017-18 (Spring 2018)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #4	Students will demonstrate correct grammar and sentence structure.
	2018-19 (Fall 2018)	ECC: ESL 02D	Conversation and Grammar Level IV	SLO #1	Students will demonstrate listening skills related to native speakers' utterances that contain some unfamiliar vocabulary without much difficulty.
	2018-19 (Fall 2018)	ECC: ESL 02D	Conversation and Grammar Level IV	SLO #2	Students will demonstrate understanding of the essential points when engaged in controlled conversation on topics such as narration of factual material, description, or topics that involved familiar fields of knowledge with lack of fluency.
	2018-19 (Fall 2018)	ECC: ESL 02D	Conversation and Grammar Level IV	SLO #3	Students will participate in face-to-face or telephone conversations on familiar topics containing complex grammatical structures such as perfect tenses, passive voice, or some adverbial clauses; search for appropriate word choice or grammatical accuracy may inhibit communication and limit fluency.
	2018-19 (Fall 2018)	ECC: ESL 03D	Reading and Writing Level IV	SLO #1	In reading material that may involve familiar or somewhat unfamiliar fields of knowledge, students will use appropriate reading strategies to identify main ideas and key points to evaluate

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2018-19 (Fall 2018)	ECC: ESL 03D	Reading and Writing Level IV	SLO #1	the content for facts or opinions, make inferences, or interpret the author's point of view. They will demonstrate competence in using grammar and other context clues to interpret unfamiliar words and complex sentences.
	2018-19 (Fall 2018)	ECC: ESL 03D	Reading and Writing Level IV	SLO #2	Students will generate short summaries of reading passages on familiar topics, write informal letters, and develop short comparison/contrast or cause/effect paragraphs, using relevant signal words and punctuation, but not without errors. They will apply, with limited success, the writing process that involves the four steps of brainstorming, outlining, writing, and revising to develop paragraphs of the different types of organization.
	2018-19 (Fall 2018)	ECC: ESL 51A	Introduction to English in Conversation	SLO #1	Students will plan and deliver a 3-5 minute speech on a beginning-level topic.
	2018-19 (Fall 2018)	ECC: ESL 51A	Introduction to English in Conversation	SLO #2	Students will use relatively comprehensible pronunciation and stress patterns.
	2018-19 (Fall 2018)	ECC: ESL 51A	Introduction to English in Conversation	SLO #3	Students will respond appropriately to questions about a familiar topic.
	2018-19 (Fall 2018)	ECC: ESL 51A	Introduction to English in Conversation	SLO #4	Students will demonstrate comprehension of a beginning-level listening passage.
	2018-19 (Fall 2018)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #1	Students will plan and deliver a 5-7 minute speech on an intermediate-level topic.
	2018-19 (Fall 2018)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #2	Students will use relatively correct phonemes, stress, and intonation.
	2018-19 (Fall 2018)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #3	Students will distinguish phonemic differences in words.
	2018-19 (Fall 2018)	ECC: ESL 51B	Intermediate Listening, Speaking and Pronunciation	SLO #4	Students will demonstrate comprehension of an intermediate-level listening passage.
	2018-19 (Fall 2018)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #1	Students will plan and deliver an 8-10 minute, well-organized speech on an advanced-level topic.
	2018-19 (Fall 2018)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #2	Students will use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features.
	2018-19 (Fall 2018)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #3	Students will select and retain salient information from advanced-level sources.
	2018-19 (Fall 2018)	ECC: ESL 51C	Advanced Listening, Speaking and	SLO #4	Students will formulate questions and respond appropriately in academic and other advanced-level situations.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2018-19 (Fall 2018)	ECC: ESL 51C	Pronunciation	SLO #4	Students will formulate questions and respond appropriately in academic and other advanced-level situations.
	2018-19 (Fall 2018)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #1	Given a low intermediate text, students will identify main ideas and specific details.
	2018-19 (Fall 2018)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #2	Given a low intermediate text, students will choose the correct definition of unfamiliar words based on the context.
	2018-19 (Fall 2018)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #3	Given a low intermediate text, students will choose the correct word form to complete a sentence.
	2018-19 (Fall 2018)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #4	Given a low intermediate text, students will explain plots, describe settings and characters.
	2018-19 (Fall 2018)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #5	Given a high intermediate text, students will analyze themes and plots, describe settings and examine characters.
	2018-19 (Fall 2018)	ECC: ESL 52C	Advanced Reading	SLO #5	Given an advanced text, students will restate main ideas.
	2018-19 (Spring 2019)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #1	Students will write a summary of a low-intermediate text in their own words, including the title and source of the text and key points.
	2018-19 (Spring 2019)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #2	Students will write an effective response to a low-intermediate text, consisting of a personal narrative, opinion, or analysis.
	2018-19 (Spring 2019)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #3	Students will correctly use basic transition words, basic verb tenses, basic sentence structure, and paragraph format.
	2018-19 (Spring 2019)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #1	Students will demonstrate basic organizing elements such as a thesis, topic sentences, and transitions.
	2018-19 (Spring 2019)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #2	Students will use textual evidence from a high-intermediate level text.
	2018-19 (Spring 2019)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #3	Students will use proper formatting and basic documentation of sources.
	2018-19 (Spring 2019)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #4	Students will demonstrate correct grammar and sentence structure at the high-intermediate level.
	2018-19 (Spring 2019)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #1	Students will demonstrate organizing elements such as a thesis, topic sentences, and transitions.
	2018-19 (Spring 2019)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #2	Students will use basic research skills and textual evidence from an advanced-level text.
	2018-19 (Spring 2019)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #3	Students will use proper formatting and MLA documentation.
	2018-19 (Spring 2019)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #4	Students will demonstrate correct grammar and sentence structure.
	2019-20 (Fall 2019)	ECC: ESL 02D	Conversation and Grammar Level IV	SLO #1	Students will demonstrate listening skills related to native speakers' utterances that contain some unfamiliar vocabulary without much difficulty.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2019-20 (Fall 2019)	ECC: ESL 02D	Conversation and Grammar Level IV	SLO #2	Students will demonstrate understanding of the essential points when engaged in controlled conversation on topics such as narration of factual material, description, or topics that involved familiar fields of knowledge with lack of fluency.
	2019-20 (Fall 2019)	ECC: ESL 02D	Conversation and Grammar Level IV	SLO #3	Students will participate in face-to-face or telephone conversations on familiar topics containing complex grammatical structures such as perfect tenses, passive voice, or some adverbial clauses; search for appropriate word choice or grammatical accuracy may inhibit communication and limit fluency.
	2019-20 (Fall 2019)	ECC: ESL 03D	Reading and Writing Level IV	SLO #1	In reading material that may involve familiar or somewhat unfamiliar fields of knowledge, students will use appropriate reading strategies to identify main ideas and key points to evaluate the content for facts or opinions, make inferences, or interpret the author's point of view. They will demonstrate competence in using grammar and other context clues to interpret unfamiliar words and complex sentences.
	2019-20 (Fall 2019)	ECC: ESL 03D	Reading and Writing Level IV	SLO #2	Students will generate short summaries of reading passages on familiar topics, write informal letters, and develop short comparison/contrast or cause/effect paragraphs, using relevant signal words and punctuation, but not without errors. They will apply, with limited success, the writing process that involves the four steps of brainstorming, outlining, writing, and revising to develop paragraphs of the different types of organization.
	2019-20 (Fall 2019)	ECC: ESL 51A	Introduction to English in Conversation	SLO #1	Students will plan and deliver a 3-5 minute speech on a beginning-level topic.
	2019-20 (Fall 2019)	ECC: ESL 51A	Introduction to English in Conversation	SLO #2	Students will use relatively comprehensible pronunciation and stress patterns.
	2019-20 (Fall 2019)	ECC: ESL 51A	Introduction to English in Conversation	SLO #3	Students will respond appropriately to questions about a familiar topic.
	2019-20 (Fall 2019)	ECC: ESL 51A	Introduction to English in Conversation	SLO #4	Students will demonstrate comprehension of a beginning-level listening passage.
	2019-20 (Fall 2019)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #1	Students will plan and deliver an 8-10 minute, well-organized speech on an advanced-level topic.
	2019-20 (Fall 2019)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #2	Students will use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features.
	2019-20 (Fall 2019)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #3	Students will select and retain salient information from advanced-level sources.
	2019-20 (Fall 2019)	ECC: ESL 51C	Advanced Listening, Speaking and	SLO #4	Students will formulate questions and respond appropriately in academic and other advanced-level situations.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2019-20 (Fall 2019)	ECC: ESL 51C	Pronunciation	SLO #4	Students will formulate questions and respond appropriately in academic and other advanced-level situations.
	2019-20 (Fall 2019)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #1	Given a low intermediate text, students will identify main ideas and specific details.
	2019-20 (Fall 2019)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #2	Given a low intermediate text, students will choose the correct definition of unfamiliar words based on the context.
	2019-20 (Fall 2019)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #3	Given a low intermediate text, students will choose the correct word form to complete a sentence.
	2019-20 (Fall 2019)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #4	Given a low intermediate text, students will explain plots, describe settings and characters.
	2019-20 (Fall 2019)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #1	Given a high intermediate text, students will interpret the implied meaning or intent.
	2019-20 (Fall 2019)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #2	Given a high intermediate text, students will identify main ideas and specific details.
	2019-20 (Fall 2019)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #3	Given a high intermediate text, students will choose the correct definition of unfamiliar words based on the context.
	2019-20 (Fall 2019)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #4	Given a high intermediate text, students will choose the correct word form to complete a sentence.
	2019-20 (Fall 2019)	ECC: ESL 52C	Advanced Reading	SLO #1	Given an advanced text, students will use textual evidence to analyze themes and plots, describe settings and examine characters.
	2019-20 (Fall 2019)	ECC: ESL 52C	Advanced Reading	SLO #2	Given an advanced text, students will identify and examine literary devices, such as metaphor, simile.
	2019-20 (Fall 2019)	ECC: ESL 52C	Advanced Reading	SLO #3	Given an advanced text, students will define the meaning of unfamiliar words from the context.
	2019-20 (Fall 2019)	ECC: ESL 52C	Advanced Reading	SLO #4	Given an advanced text, students will interpret implied meaning or intent.
	2019-20 (Spring 2020)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #1	Students will write a summary of a low-intermediate text in their own words, including the title and source of the text and key points.
	2019-20 (Spring 2020)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #2	Students will write an effective response to a low-intermediate text, consisting of a personal narrative, opinion, or analysis.
	2019-20 (Spring 2020)	ECC: ESL 53A	Elementary Writing and Grammar	SLO #3	Students will correctly use basic transition words, basic verb tenses, basic sentence structure, and paragraph format.
	2019-20 (Spring 2020)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #1	Students will demonstrate basic organizing elements such as a thesis, topic sentences, and transitions.
	2019-20 (Spring 2020)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #2	Students will use textual evidence from a high-intermediate level text.
	2019-20 (Spring 2020)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #3	Students will use proper formatting and basic documentation of sources.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2019-20 (Spring 2020)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #3	
	2019-20 (Spring 2020)	ECC: ESL 53B	Intermediate Writing and Grammar	SLO #4	Students will demonstrate correct grammar and sentence structure at the high-intermediate level.
	2019-20 (Spring 2020)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #1	Students will demonstrate organizing elements such as a thesis, topic sentences, and transitions.
	2019-20 (Spring 2020)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #2	Students will use basic research skills and textual evidence from an advanced-level text.
	2019-20 (Spring 2020)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #3	Students will use proper formatting and MLA documentation.
	2019-20 (Spring 2020)	ECC: ESL 53C	Advanced Essay Writing and Grammar	SLO #4	Students will demonstrate correct grammar and sentence structure.
	2020-21 (Fall 2020)	ECC: ESL 51A	Introduction to English in Conversation	SLO #1	Students will plan and deliver a 3-5 minute speech on a beginning-level topic.
	2020-21 (Fall 2020)	ECC: ESL 51A	Introduction to English in Conversation	SLO #2	Students will use relatively comprehensible pronunciation and stress patterns.
	2020-21 (Fall 2020)	ECC: ESL 51A	Introduction to English in Conversation	SLO #3	Students will respond appropriately to questions about a familiar topic.
	2020-21 (Fall 2020)	ECC: ESL 51A	Introduction to English in Conversation	SLO #4	Students will demonstrate comprehension of a beginning-level listening passage.
	2020-21 (Fall 2020)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #1	Students will plan and deliver an 8-10 minute, well-organized speech on an advanced-level topic.
	2020-21 (Fall 2020)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #2	Students will use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features.
	2020-21 (Fall 2020)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #3	Students will select and retain salient information from advanced-level sources.
	2020-21 (Fall 2020)	ECC: ESL 51C	Advanced Listening, Speaking and Pronunciation	SLO #4	Students will formulate questions and respond appropriately in academic and other advanced-level situations.
	2020-21 (Fall 2020)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #1	Given a low intermediate text, students will identify main ideas and specific details.
	2020-21 (Fall 2020)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #2	Given a low intermediate text, students will choose the correct definition of unfamiliar words based on the context.
	2020-21 (Fall 2020)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #3	Given a low intermediate text, students will choose the correct word form to complete a sentence.
	2020-21 (Fall 2020)	ECC: ESL 52A	Introduction to Reading and Vocabulary Building	SLO #4	Given a low intermediate text, students will explain plots, describe settings and characters.

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2020-21 (Fall 2020)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #5	Given a high intermediate text, students will analyze themes and plots, describe settings and examine characters.
	2020-21 (Fall 2020)	ECC: ESL 52C	Advanced Reading	SLO #5	Given an advanced text, students will restate main ideas.
	2021-22 (Fall 2021)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #1	Given a high intermediate text, students will interpret the implied meaning or intent.
	2021-22 (Fall 2021)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #2	Given a high intermediate text, students will identify main ideas and specific details.
	2021-22 (Fall 2021)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #3	Given a high intermediate text, students will choose the correct definition of unfamiliar words based on the context.
	2021-22 (Fall 2021)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #4	Given a high intermediate text, students will choose the correct word form to complete a sentence.
	2021-22 (Fall 2021)	ECC: ESL 52C	Advanced Reading	SLO #1	Given an advanced text, students will use textual evidence to analyze themes and plots, describe settings and examine characters.
	2021-22 (Fall 2021)	ECC: ESL 52C	Advanced Reading	SLO #2	Given an advanced text, students will identify and examine literary devices, such as metaphor, simile.
	2021-22 (Fall 2021)	ECC: ESL 52C	Advanced Reading	SLO #3	Given an advanced text, students will define the meaning of unfamiliar words from the context.
	2021-22 (Fall 2021)	ECC: ESL 52C	Advanced Reading	SLO #4	Given an advanced text, students will interpret implied meaning or intent.
	2022-23 (Fall 2022)	ECC: ESL 52B	Intermediate Reading and Vocabulary Building	SLO #5	Given a high intermediate text, students will analyze themes and plots, describe settings and examine characters.
	2022-23 (Fall 2022)	ECC: ESL 52C	Advanced Reading	SLO #5	Given an advanced text, students will restate main ideas.