Student Learning Outcomes in the English Immersion Program

A Workshop for Program Teachers

Presented by TESOL International

November 11, 2026

Santo Domingo, Dominican Republic

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Project Partners, June 2025



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The TESOL Team

TESOL International Association was engaged in 2025-2026 to conduct a comprehensive evaluation of the English Immersion Program (EIP) in the Dominican Republic.

Project team members:

- Heidi Faust, *Director, Grants and Projects, TESOL International*
- Lisa Mann, *senior consultant, TESOL International*
- Deborah Kennedy, *senior consultant, TESOL International*

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Workshop Purpose and Agenda

- Part 1. Needs Assessment
  Describe the purposes, process, and outcomes of the initial EIP needs assessment
- Part 2. Meaningful Student Learning Outcomes
  Define the elements that make SLOs meaningful, relevant, and effective
- Part 3. The Alignment Process
  Explain the rationale and process for developing the proposed SLOs; evaluate the proposed SLOs
- Part 4. Connections
  Consider selected textbook activities in relation to achievement of proposed SLOs as demonstrated through assessment

Part 1. Needs Assessment

- Observing the EIP in action
- Interviewing stakeholders
- Surveying teachers, coordinators, and supervisors
- Reviewing curricular content, materials, and assessments

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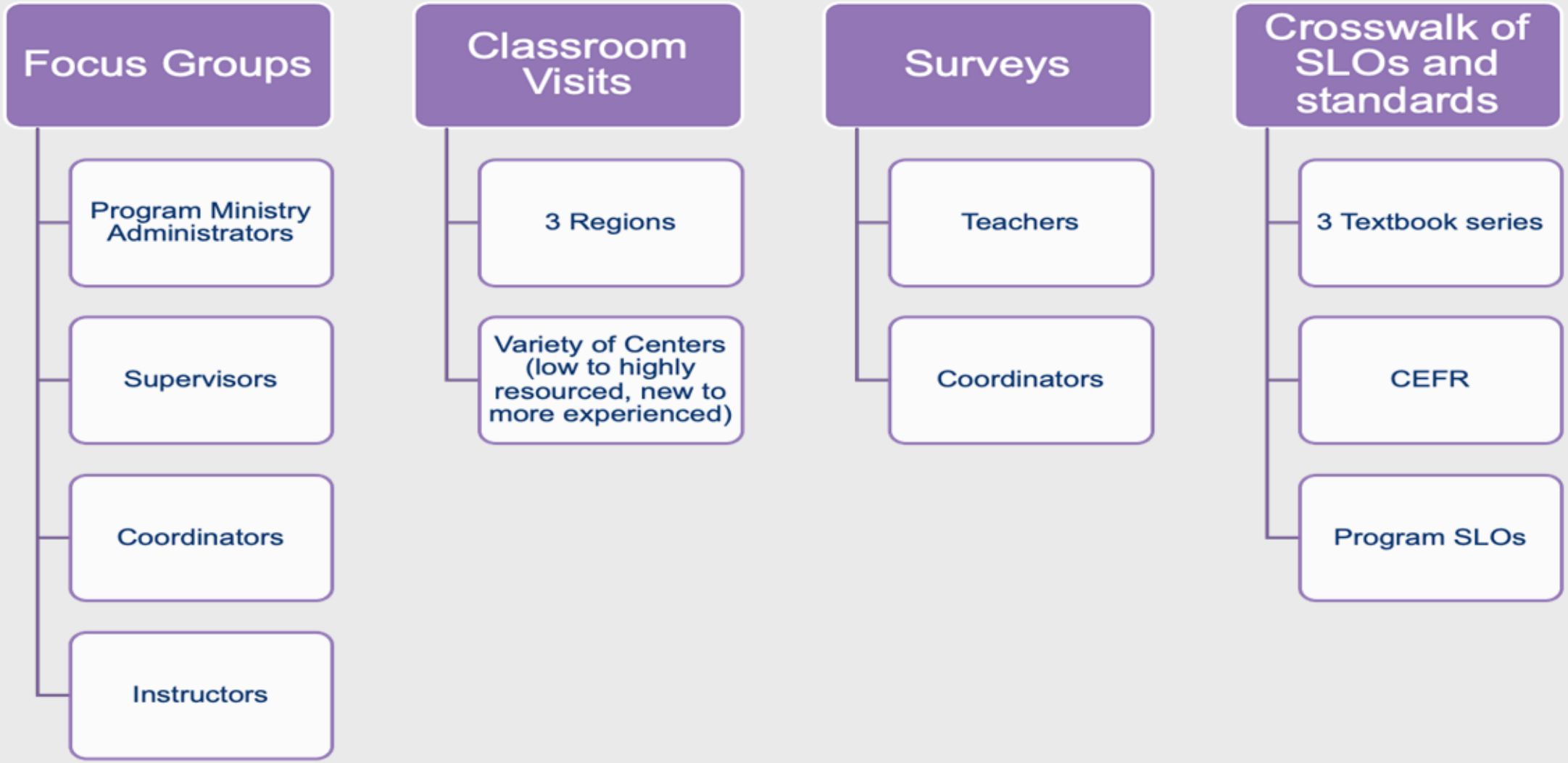
Context Analysis/Needs Assessment



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Context Analysis/Needs Assessment







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Needs Assessment Findings: Strengths

- Student motivation and commitment
- Teacher engagement, creativity, and mutual support
- Coordinator and supervisor dedication to supporting teachers, conducting professional development, and providing a quality educational experience

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Strengths and Opportunities

- Positive Community Impact
- Opens Doors to Employment
- Teacher Investment & Sense of Purpose
- Engaging, Interactive Methodologies
- English Environment
- Transformational Outcomes

"The English Immersion Program gives students a real opportunity to change their lives through English. I see it as much more than just a language course. It's a social and professional bridge that… aims to build confidence and motivation in learners who may have never imagined themselves speaking English fluently. It encourages them to think differently, to open their minds to other cultures, and to believe in their potential." -EIP instructor

Strengths and Opportunities

"One of the main challenges is that students come with very different levels of English and grammar knowledge, as well as diverse backgrounds and experiences from different schools. This means I have to adapt lessons to meet everyone's needs while keeping the class moving forward. It can be difficult, but it also makes teaching interesting and rewarding"- EIP Teacher

- Alignment of Learning Outcomes
- Learning Management System
- Alignment and Security of Assessment
- Teacher Development and Retention

Needs Assessment Findings: Challenges

- Student learning outcomes that do not reflect the updated CEFR or relate to textbook content
- Differences in the textbooks used
- Program-level assessments that do not always represent what has been taught

Recommendations

1. EIP Program Schedule and Pacing
    a. -Eliminate Advanced level (C1) and expand time for B1 and B2
2. Teacher Professional Development
    a. -Differentiated PD
    b. -Community of Practice
3. Learning Management System (LMS)
    a. -Streamline Administration
    b. -Secure Assessment
4. Alignment of SLOs
    a. -Alignment across textbooks and assessments
    b. -Alignment with updated CEFR

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Recommendations

Alignment of SLOs:

Option 1: Retire the existing SLOs and adopt CEFR-based learning outcomes such as those provided by the Pearson Global Standard of English (GSE)

Option 2: Revise the EIP SLOs to increase their alignment with both the updated CEFR descriptors and the content of the textbooks

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Alignment of Learning Objectives

1. Compare level-by-level the three textbook series with the existing SLOs to gain a deeper understanding of how each series aligns (or does not align) with the updated CEFR

2. Develop updated CEFR-aligned SLOs

Next step: A review of center-based and centralized tests to align to new SLOs

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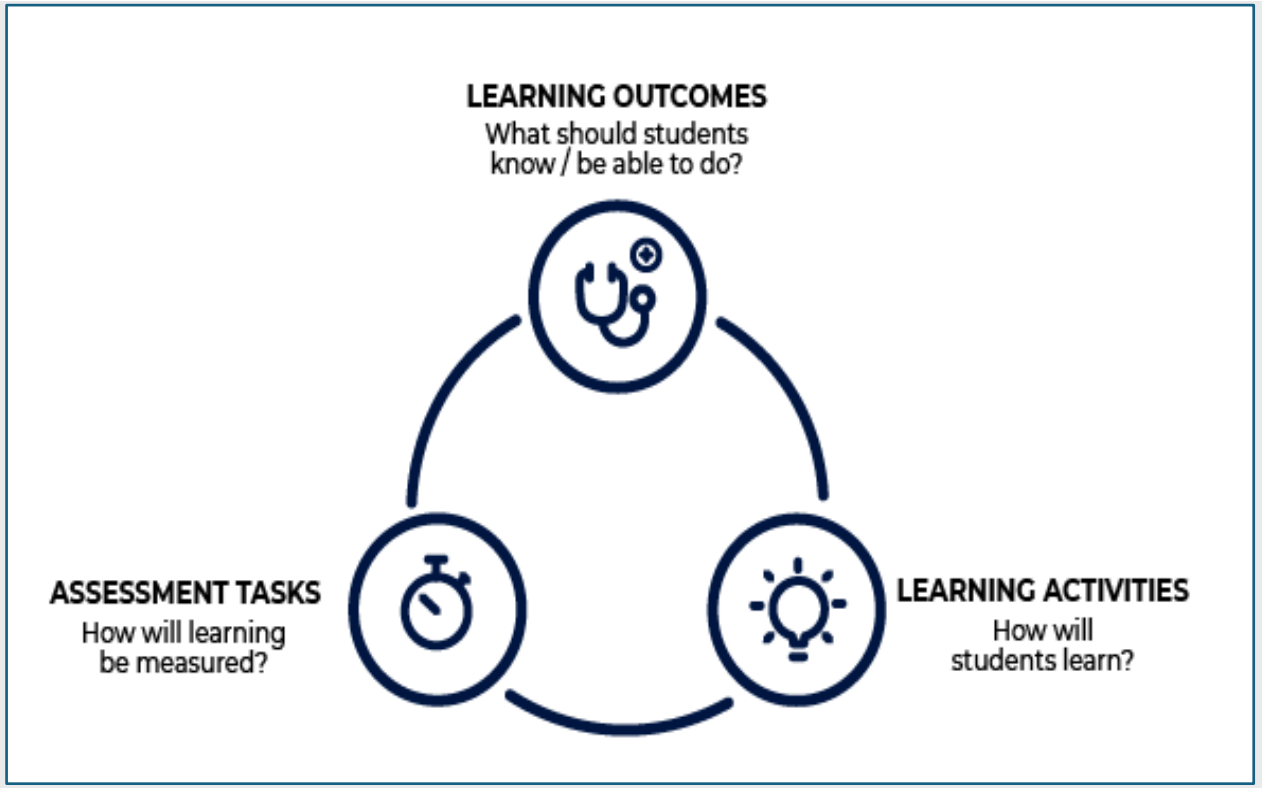
Recommendation: Alignment



Source: Biggs, J. (1999). "Enhancing teaching through constructive alignment." Higher Education Research & Development, 18(1), 57–75.

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Questions/Comments?







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Part 2. Meaningful Student Learning Outcomes

- Evaluation of the 2014 SLOs
- Iterative process
  - Review of textbook content at each CEFR level (A1 – B2)
  - Development of proposed SLOs

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The 2014 SLOs: Listening Comprehension

At the end of Intermediate 1 students will be able to:

- Demonstrate understanding of the main idea and chronological order of events in simplified news stories
- Analyze a spoken passage to make inferences about the narrator's background, attitudes, opinions, and possible future outcomes
- Demonstrate an emerging ability to take notes while listening
- Identify main ideas and detailed information from spoken passages on a wide variety of topics of easily accessible, practical, personal, and general interest

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Discussion: The 2014 SLOs

These listening SLOs are intended to align with CEFR level B1.

- What strengths do you see in these SLOs? In what ways are they appropriate for Level B1 proficiency?
- What, if anything, is missing from these SLOs? How would you revise or replace them?

Discussion: Student Learning Outcomes

Write a short definition with your group.

- *In English language teaching, student learning outcomes (SLOs) are statements of …*
- *Their purpose is…*

HUMAN BRAIN POWER ONLY PLEASE!

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Purpose of Student Learning Outcomes

Every learning experience has an outcome, even if the teacher has not identified one. The outcome answers the question, What will learners know or be able to do at the end of the learning experience?

In English language teaching, SLOs are clear statements of what students should be able to do in English communication outside of the classroom. Their purpose is to guide teaching, learning and assessment.

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Example: Lesson on Past Tense Verb Forms

Lesson plan:

1. Teacher and learners review a list of 18 irregular English verbs in their present tense and past tense forms (examples: begin/began, bring/brought, come/came, find/found, go/went, meet/met, say/said, take/took, tell/told)
2. Learners complete a worksheet on which they convert present-tense sentences that use these verbs to past tense
3. Learners work in pairs to quiz one another on the present and past tense forms
4. Learners write a story using 12 of the past tense forms

Lesson Strengths

This lesson is well designed in many ways.

What strengths do you see in the lesson plan?



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But What Is the Outcome?

What are the learning outcomes?

What can-do statements can learners make at the end of the lesson?



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Analyzing a Learning Outcome

The learner can-do statements show that the lesson focuses primarily on a language outcome:

When given the present-tense form of an irregular verb,
learners will be able to produce the corresponding past tense form.

This outcome is not meaningful because it does not reflect a way that people use language in real life.

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Advantages of Meaningful Learning Outcomes

A meaningful student learning outcome includes language and also context (a specific situation and/or specific content).

- It shows learners how the learning experience will connect with their communication needs and their goals for learning
- It promotes retention of new knowledge and development of self-confidence through the use of real-world communication activities

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Key Elements of a Meaningful Learning Outcome

To be meaningful, a learning outcome must involve content as well as language. It must have these four elements:

1. A context
2. A communication task
3. A focus on the language skill areas (listening, speaking, reading, writing) needed to achieve the outcome
4. A way for learners to demonstrate their achievement of the objective

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1. The Context

The context is the situation and topic that the lesson addresses. The context may be workplace, socially, or community oriented.

Examples:

- Academically or professionally-oriented context
  - Situation: Writing a summary report
  - Topic: A professional or academic project
- Socially-oriented context
  - Situation: Helping a colleague
  - Topic: Procedure for using a networking app or website
- Community-oriented context
  - Situation: A visit to a medical office
  - Topic: Personal health history

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2. The Communication Task

The communication task is the purpose for communicating.

In a meaningful learning outcome,

- The communication task is related to the context
- The communication task reflects the way people use language to obtain and convey information in a real-life situation
- The communication task shows that the learners can use the language for communication purposes that are relevant to their own lives

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Communication Task Examples

To describe a communication task, use concrete action verbs that focus on meaning.

Examples related to the contexts listed above:

- Academically- or professionally-oriented context (reporting on the progress of a project): Obtaining information about the contributions of other team members
- Socially-oriented context (helping a colleague): Telling a colleague how to create an account and make contacts on a professional networking app or website
- Community-oriented context (visit to a medical office): Describing the symptoms of an illness

3. The Skill Area Focus

The skill area focus is the modality (listening, speaking, reading, or writing) that the student must use to achieve the learning outcome.

- Skill areas are chosen based on what is appropriate for the context and the communication task.
- The learning activity emphasizes one or two primary skill areas to keep learners focused on meaningful communication.
- The learning activity integrates other skill areas in supporting or reinforcing ways as appropriate for the context and the communication task.

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A Note on Skill Areas

English language teaching traditionally considers four language **modalities**: listening, speaking, reading, and writing.

The US-based professional language teaching association ACTFL (www.actfl.org) instead considers three **modes** of communication based on the characteristics of the communication situation.



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Three Modes of Communication

- **Interpretive**: Communication situations where the listener/reader is not able to interact directly with the speaker/writer to ask questions or request clarification. The listener/reader must use other strategies to ensure understanding.
- **Presentational**: Communication situations where the speaker/writer is not able to interact directly with the listener/reader to ensure that the message is clear. The speaker/writer must use other strategies to ensure understanding.
- **Interpersonal**: Communication situations that involve direct person-to-person contact, as in texting, FaceTime, and face-to-face conversation. The participants can request/offer clarification, repetition, and other strategies to ensure understanding.

Skill Area Focus Examples

Examples related to the contexts listed above:

- Academically- or professionally-oriented context (reporting on the progress of a project):

  Communication task: Obtaining information about the contribution of other team members

  Primary skill area focus: Reading (team members' notes)

- Socially-oriented context (helping a colleague)

  Communication task: Telling a colleague how to use a professional networking app or website

  Primary skill area focus: Speaking (describing and explaining)

- Community-oriented context (visit to a medical office)

  Communication task: Describing the symptoms of an illness

  Primary skill area focus: Listening (to questions) and speaking

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4. Demonstration of Achievement

Learners demonstrate achievement of a meaningful outcome through performance.

- Learners perform the communication task in a real or simulated situation (such as a role play)
- Teacher and peers rate each learner's performance using a rubric that provides feedback on what is done well and what needs further work

This approach to assessment shows both the teacher and the learners how well the learners have achieved the learning outcome.

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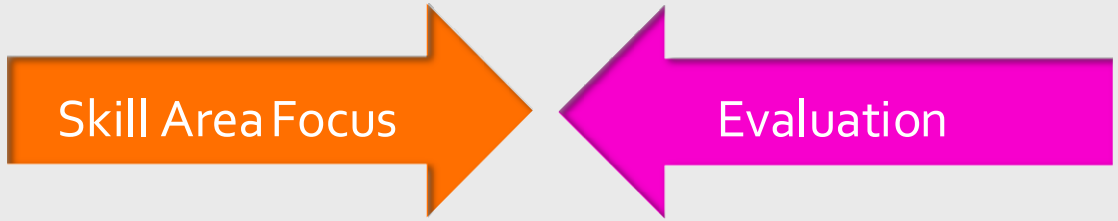
Choosing Assessment Methods

The context, communication task, and skill area focus guide the design of the assessment. The assessment method involves learner performance that is matched to the communication task and the skill area focus.



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The Assessment Method Matches the Skills Focus

Skill Area Focus	Assessment Activities/Tools
Speaking/ Listening 	• Role play (using a rubric) • Interview (observed or recorded and reviewed) • Observation of group work (using a rubric)
Reading 	• Observation of verbal response to the author (discussion) • Written response to the author • Learner-generated chart/graph of information from the reading • Comprehension quiz

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The Assessment Method Matches the Skills Focus

Skill Area Focus	Assessment Activities/Tools
Listening 	• Listening task with a fill-in note-taking form (graphic organizer, chart, information form) • Listening task to produce a product (drawing, assembled item, sequence of actions)
Writing 	• Self-editing checklist • Peer feedback based on rubric for accuracy and content • Teacher feedback based on rubric for accuracy and content

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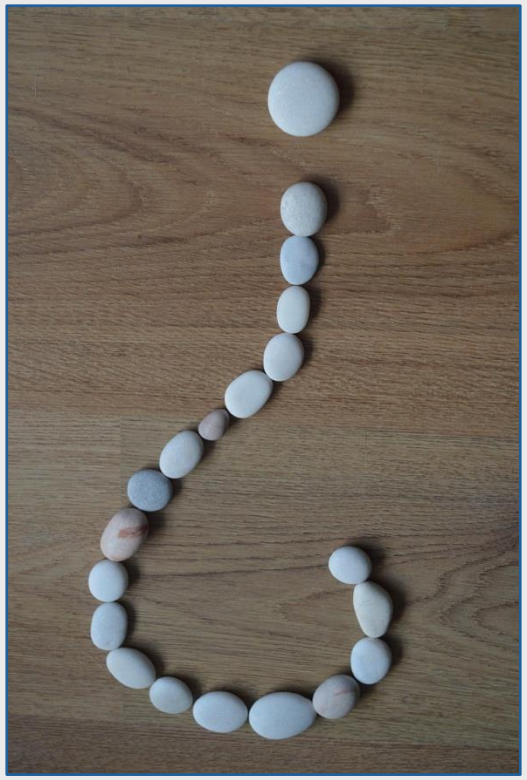
Summary: Creating a Meaningful SLO

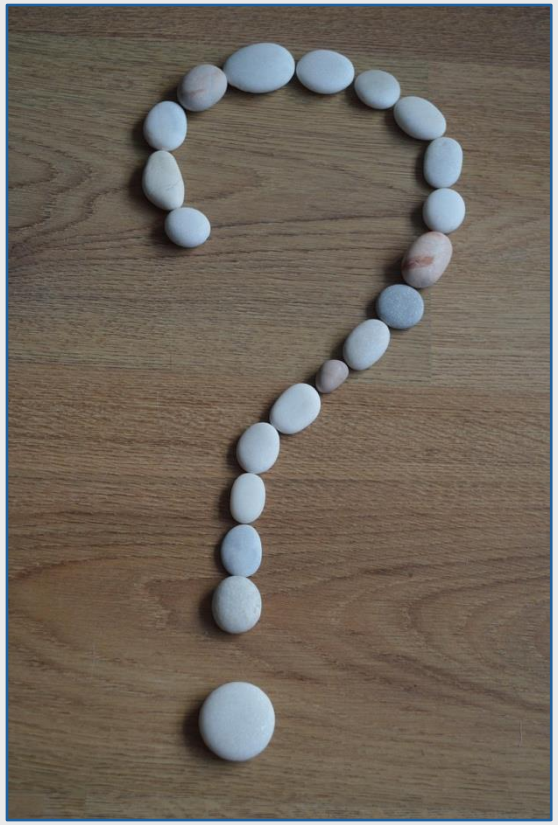
To be meaningful, a learning objective must

- Include a context that learners could encounter outside of the classroom, and a communication task in which learners use language as they would in that context
- Involve use of the skill areas (listening, speaking, reading, writing) that are appropriate to the task, incorporating relevant vocabulary, grammar, sentence structure, and discourse patterns
- Be able to be assessed through performance of the task in a simulated or real situation

Questions/Comments?







Part 3: The Alignment Process

- Examined and compared the 3 textbook series level by level
- Compared textbook content with original (2014) EIP SLOs
- Derived proposed SLOs based on textbook material and guidelines for meaningful learning outcomes
- Created lists of proposed SLOs with references to where each is addressed in each textbook series

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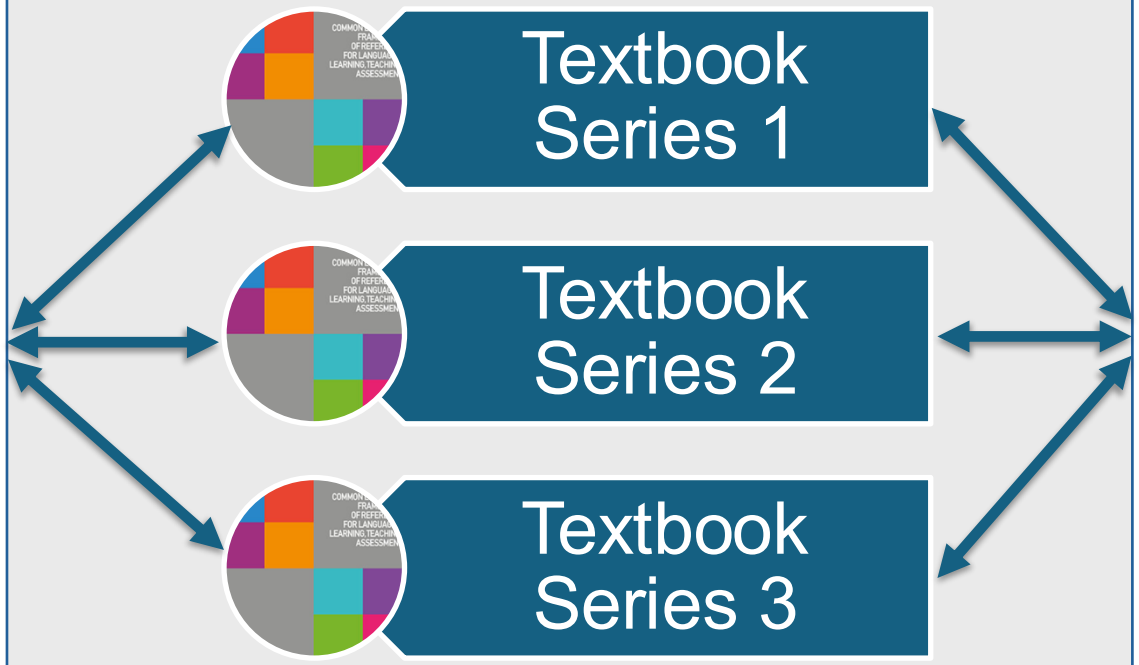
Aligning the Student Learning Outcomes

Existing SLOs

- Labeled A1-B2
- Not CEFR-based
- Not fully addressed in textbooks
- Do not reflect communication tasks
- Not directly measurable



Common European Framework of Reference for Languages

Proposed SLOs

- Labeled A1-B1+/B2
- CEFR-based
- Addressed in textbooks
- Reflect communication tasks
- Directly measurable

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Alignment Results

- Four Excel files with proposed SLOs, one for each CEFR level from A1 to B1+/B2
  - Each file contains 5 sheets, one each for listening, speaking & pronunciation, reading, writing, and grammar & vocabulary
  - Each sheet lists the proposed SLOs and the places in each textbook series where each one occurs
  - Each sheet lists the corresponding 2014 SLOs, if any
- One summary Excel file with the proposed SLOs listed across levels from A1 to B1+/B2

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Example: Level B1 Alignment for Listening

Suggested 2026 EIP Student Learning Outcomes (Intermediate 1)	Interchange	World Link	Double Click	2015 EIP SLOs (Intermediate 1)
	Sources: Interchange Book 2 and Interchange 2 CEFR Correlation by Skill	*Sources: World Link Book 2; World Link Book 3; and Correlation of World Link 4th edition with Common European Framework of Reference*	*Source: Double Click Book 3*	*Source: Plan de estudios, pages 50-52*
Conversation and Informal Discussion				
Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	**Int Book 2**: Unit 1 ex. 7 & 12; Unit 3 ex. 11; Unit 4 ex. 7; Unit 8 ex. 11; Unit 13 ex. 11; Unit 14 ex. 7; Unit 15 ex. 5	**WL Book 2**: Unit 1 p. 7-8, & 11; Unit 3 p. 31, 37-38, & 42; Unit 8 p. 115-116; Unit 9 p. 118 & 130-133 **WL Book 3**: Unit 1 p. 8 &11, Unit 3 p. 34, Unit 4 p. 55, Unit 5 p.72, Unit 6 p. 74 & 86, Unit 7 p. 93, 96, 100-101, & 103; Unit 9 p. 126 &127; Unit 10 p. 137	**DC Book 3**: Unit 1 p. 7; Unit 5 p. 66; Unit 7 p. 101	Analyze a spoken passage to make inferences about the narrator's background, attitudes, opinions, and possible future outcomes.
Can generally follow much of what is said around him/her on general topics and the main points in an informal discussion with others, provided speech is clearly articulated in standard dialect.	**Int Book 2:** Unit 1 ex. 4; Unit 2 ex. 4 & 8; Unit 3 ex. 2, 5, & 8; Unit 4 ex. 2, 5, & 11; Unit 5 ex. 2 & 9; Unit 6 ex. 2 & 6; Unit 7 ex. 6, 7, & 9; Unit 8 ex. 3, 5, & 8; Unit 9 ex. 2, 5, & 8; Unit 10 ex. 6 & 9; Unit 11 ex. 6 & 8; Unit 12 ex. 2, 4, & 7; Unit 13 ex. 2, 5, 8, & 12; Unit 14 ex. 3 & 11; Unit 15 ex. 2, 4, & 10; Unit 16 ex. 2, 6, & 7	**WL Book 2**: Unit 1 p. 2 and p. 11; Unit 3 p. 35; Unit 5 p. 68 & 71-74; Unit 6 p. 82-83; Unit 7 p. 92-94 & 102; Unit 9 p. 118 & 122-123 **WL Book 3**: Unit 1 p. 8; Unit 3 p. 35; Unit 5 p. 72; Unit 7 p. 92-93, 94, & 99; Unit 9 p. 120, 126 & 130; Unit 10 p. 137	**DC Book 3**: Unit 1 p. 6, 9, 13, 14; Unit 2 p. 23; Unit 3 p. 36 & 38; Unit 3 p. 44; Unit 5 p. 73; Unit 6 p. 78, 80, & 86; Unit 7 p. 96; Unit 8 p. 108, 110; Unit 9 p. 126-127, 128; Unit 10 p. 138	Identify main ideas and detailed information from spoken passages on a wide variety of topics of easily accessible, practical, personal, and general interest
When necessary, can repeat back part of what someone has said to confirm mutual understanding.	**Int Book 2**: Unit 2 Ex. 12; Unit 5 ex. 5; Unit 11 ex. 4; Unit 16 ex. 12	**WL Book 2**: Unit 1 p. 2 and p. 11, Unit 5 p. 73, Unit 8 p. 105-108 & 112-113; Unit 9 p. 122-123 **WL Book 3**: Unit 4 p. 55, Unit 6 p. 82 & 84, Unit 7 p. 92-94, 99, & 103	**DC Book 3**: Unit 1 p. 7; Unit 8 p. 113	
Formal Discussion and Meetings				
Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.	**Int Book 2**: Unit 10 ex. 5, 6, 7, & 9	**WL Book 2**: Unit 1 p. 2 and p. 11, Unit 5 p. 73, Unit 8 p. 105-108 and p. 112-113 **WL Book 3**: Unit 5 p. 60, p. 67, and p. 72, Unit 7 p. 99 and p. 103	**DC Book 3**: *not addressed (no field-specific discussions)*	

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Example: Summary Alignment for Listening

Level A1 (Basic 1)	Level A2 (Basic 2)	Level B1 (Intermediate 1)	Level B1+/B2 (Intermediate 2)
Conversation and Informal Discussion			
Can understand words/signs and short sentences in a simple conversation (e.g. between a customer and a salesperson in a shop), provided people communicate very slowly and very clearly.	Can follow in outline short, simple social exchanges, conducted very slowly and clearly.	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	Can follow an everyday conversation or informal interview on common topics.
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	Can generally understand clear, standard speech/sign on familiar matters directed at them, provided they can ask for repetition or reformulation from time to time.	Can generally follow much of what is said around him/her on general topics and the main points in an informal discussion with others, provided speech is clearly articulated in standard dialect.	In informal discussion, can distinguish between different points of view, understand problem/solution relationships, and recognize examples and their relation to the idea they support.
Can understand some expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear.	Can understand enough to manage simple, routine exchanges without undue effort.	When necessary, can repeat back part of what someone has said to confirm mutual understanding.	Can recognize misunderstandings without explicit prompting.
Listening to Audio Media and Recordings			
	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	Can understand the main informational content of most recorded or broadcast audio material (for example, radio news bulletins) about familiar subjects and topics of personal interest delivered in clear standard speech.	Can extract the main points from news items and other audio material that contains opinions, arguments, and discussion.
		Can understand the main points of a simple podcast.	Can recognize the focus and purpose of a short podcast.

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Explore the Proposed SLOs

https://bit.ly/4zqzaFb

https://key-words.us/what-we-do/services/proposed-student-learning-outcomes-fall-2026/

PROPOSED STUDENT LEARNING OUTCOMES, FALL 2026

Developed for the English Immersion Program, Ministerio de Educacion Superior, Ciencia y Technologia, Dominican Republic

SUMMARY OF PROPOSED LEARNING OUTCOMES

The summary is an Excel file with five sheets (tabs): Listening, Speaking & Pronunciation, Reading, Writing, and Vocabulary/Grammar.
Each sheet shows the progression of proposed SLOs from A1 (Basic 1) to B1plus-B2 (Intermediate 2).

Summary

PROPOSED SLOS AND TEXTBOOK REFERENCES

This is a set of four Excel files, one for each level. Each file has five sheets (tabs): Listening, Speaking & Pronunciation, Reading, Writing, and Vocabulary/Grammar.

- CEFR Level A1 (EIP Basic 1) Alignment: Proposed SLOs and Textbook References, Fall 2026
- CEFR Level A2 (EIP Basic 2) Alignment: Proposed SLOs and Textbook References, Fall 2026
- CEFR Level B1 (EIP Intermediate 1) Alignment: Proposed SLOs and Textbook References, Fall 2026
- CEFR Level B1plus-B2 (EIP Intermediate 2) Alignment: Proposed SLOs and Textbook References, Fall 2026

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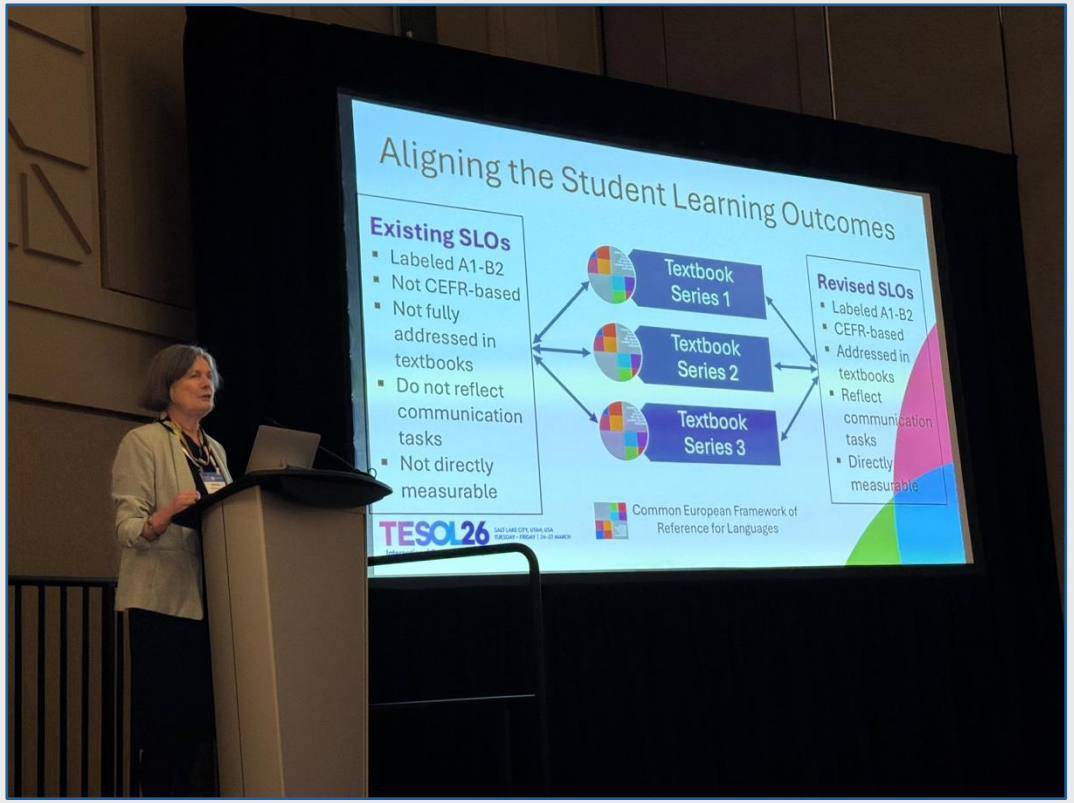
Evaluate the Proposed SLOs

- Choose the Excel file for a specific CEFR level and consider the proposed SLOs for that level across one or more skill areas.
  - Are the proposed SLOs meaningful?
  - Are they relevant to your learners?
  - Are they achievable?
- Choose the summary Excel file and consider the sequence of SLOs across one or more specific skill areas.
  - Is the sequence cohesive and coherent?
  - Is it relevant to your learners?
  - Is it achievable?

Observations, Questions, Discussion

- What observations have you made about the proposed SLOs for the CEFR level you reviewed?
- What observations have you made about the sequence of SLOs that you reviewed?
- What questions remain?



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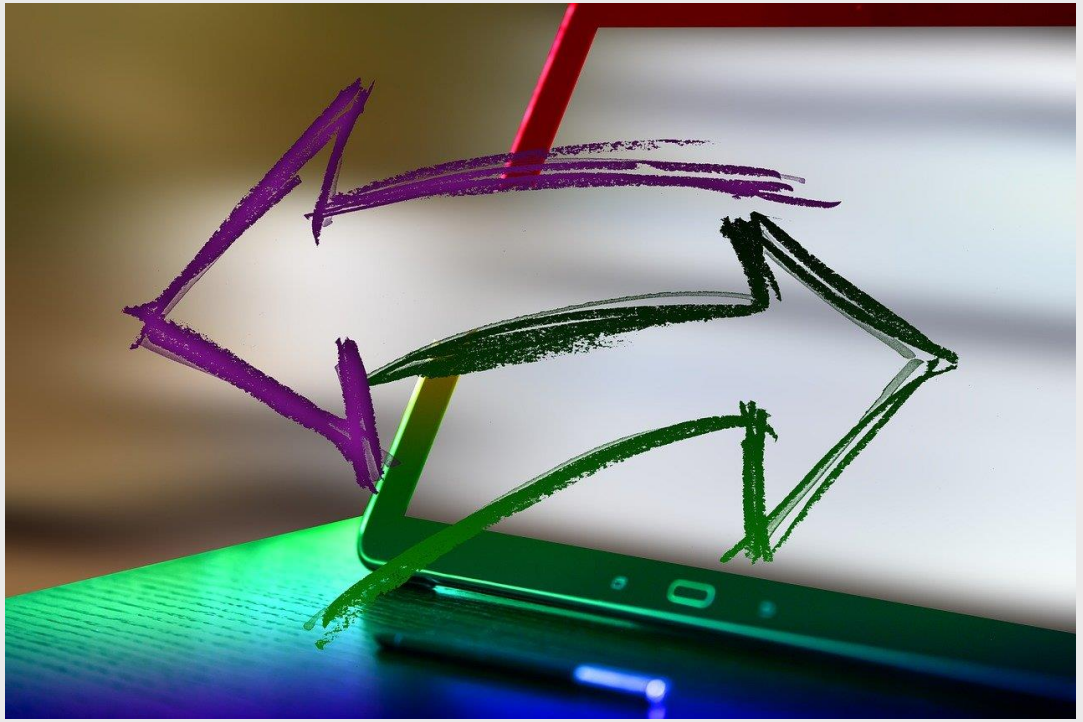
Part 4. Connections

- Practice evaluating and adapting textbook activities in relation to learning outcomes
- Practice identifying meaningful assessment procedures /activities.



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Activity Instructions 1

- Decide whether to work independently or in a pair or group.
- Choose the activity / activities that you would like to work on. You may work with as many as you like.



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Activity Instructions 2

For each activity that you have chosen:

- Evaluate the listed SLOs. What makes each SLO meaningful? Identify the context, the content, the skill area, and appropriate types of assessment activities.
- Evaluate the exercise. In what ways does it lead to achievement of the SLOs? What is missing, and how would you adapt the exercise to address that?

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Sharing and Final Questions



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