



raising expectations, measuring results

Your Resume

Chris Q. Surname

Current Address
1234 Main Street
Anytown, PA 12345
(555) 123-4567
csurname@email.com

Permanent Address
5678 Oak Road
Long Beach, CA 90801
(310) 111-2222
csurname@longbeach.com

Objective
To obtain a position in the field of computer science and apply my knowledge of the field to the organization.

Education
Bachelor's Degree, Computer Science
Anytown University, Anytown, PA
Graduated: May 1998
GPA: 3.5/4.0

Experience
Software Engineer
ABC Company, Anytown, PA
January 1999 - Present
• Designed and developed software for the company's new product line.
• Collaborated with the marketing department to create effective communication systems.

Honors & Activities
Member, Phi Kappa Phi Honor Society
Member, Alpha Chi Rho Honor Society
Member, Beta Beta Beta Honor Society
Member, Gamma Phi Gamma Honor Society
Member, Delta Sigma Epsilon Honor Society
Member, Epsilon Sigma Phi Honor Society
Member, Zeta Beta Phi Honor Society
Member, Eta Sigma Phi Honor Society
Member, Theta Chi Honor Society
Member, Iota Chi Honor Society
Member, Kappa Chi Honor Society
Member, Lambda Chi Honor Society
Member, Mu Chi Honor Society
Member, Nu Chi Honor Society
Member, Xi Chi Honor Society
Member, Omicron Chi Honor Society
Member, Pi Chi Honor Society
Member, Rho Chi Honor Society
Member, Sigma Chi Honor Society
Member, Tau Chi Honor Society
Member, Upsilon Chi Honor Society
Member, Phi Chi Honor Society
Member, Chi Chi Honor Society
Member, Psi Chi Honor Society
Member, Omega Chi Honor Society

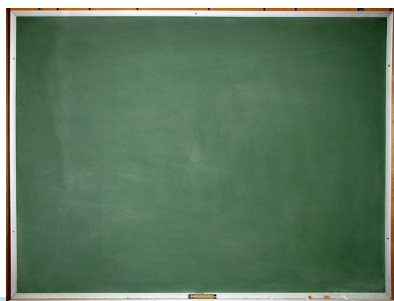
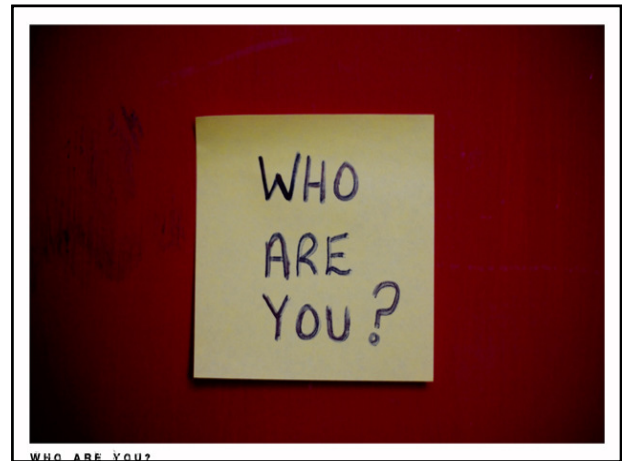
Contact Information

Phone
(555) 123-4567

Fax
(555) 123-4568

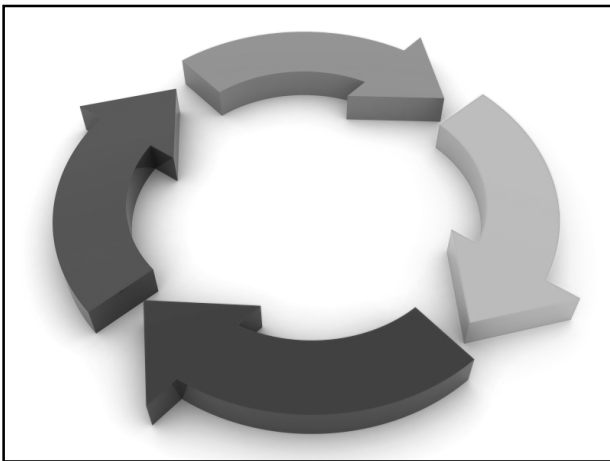
Email
csurname@email.com

Website
www.chrisqsurname.com



What is holding your students back from English success?







I THE COURSE OF STUDY FOR LOWER SECONDARY SCHOOL FOREIGN LANGUAGES

I Overall Objectives

To develop students' basic practical communication abilities such as listening and speaking, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages.

II Objectives, Contents for English

1 Objectives

- (1)To accustom and familiarize students with listening to English and to enable them to understand the speaker's intentions etc. in simple English.
- (2)To accustom and familiarize students with speaking in English and to enable them to speak about their thoughts etc. in simple English.
- (3)To accustom and familiarize students with reading in English and to enable them to understand the writer's intentions etc. in simple English.
- (4)To accustom and familiarize students with writing in English and to enable them to write about their thoughts etc. in simple English.

II THE COURSE OF STUDY FOR UPPER SECONDARY SCHOOL FOREIGN LANGUAGES

I Overall Objectives

To develop students' practical communication abilities such as understanding information and the speaker's or writer's intentions, and expressing their own ideas, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages.

II Subjects 5 Reading

1 Objectives

To further develop students' abilities to understand information, the writer's intentions, etc. by reading English, and to foster a positive attitude toward communicating by utilizing these abilities.

6 Writing

1 Objectives

To further develop students' abilities to write down information, ideas, etc. in English in accordance with the situation and the purpose, and to foster a positive attitude toward communicating by utilizing these abilities.



Listening: short conversations (1 minute)

Reading: short stories (2-3 pages)

Writing: single words/sentences

Speaking: answering questions



CEFR: Council of Europe Framework of Reference

Level	Description
C2	Advanced
C1	Upper intermediate
B2	Intermediate
B1	Pre-intermediate
A2	Elementary
A1	Beginner

CAN understand basic instructions or take part in a basic factual conversation on a predictable topic.

When people speak slowly and clearly, I can understand simple and very common expressions such as «yes», «no» «hi», «good morning», «goodbye», «sorry».

CEFR A1 Speaking and Listening

CAN understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters.

I can understand a straightforward personal letter in which the person writing to me is talking about familiar subjects (such as friends or family) or asking me questions on these subjects.

CEFR A2 Reading

CAN write letters or make notes on familiar or predictable matters.

I can list the advantages and disadvantages of things which concern me personally (for example living conditions at home or the rules in force at school); I can also justify my opinion, using simple words.

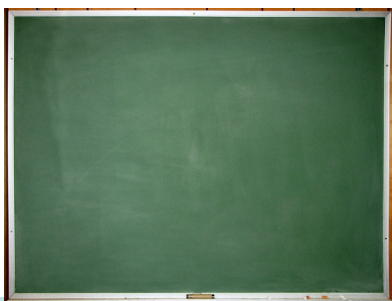
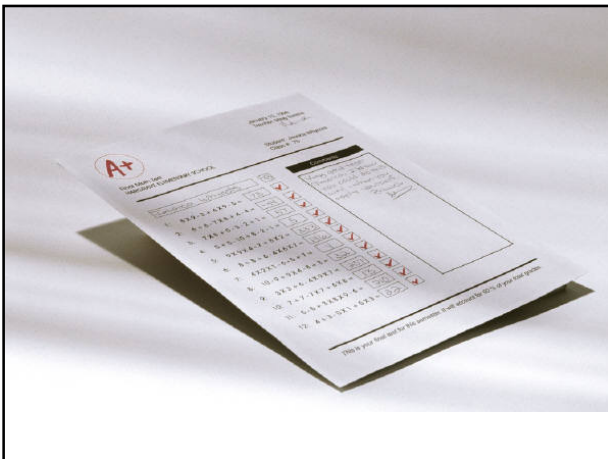
CEFR B1 Writing

CAN follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics.

I can present a problem in a critical manner and weigh up the advantages and disadvantages of various solutions to the problem.

CEFR B2 Speaking and Listening

Level	Description
C2	Advanced
C1	Upper intermediate
B2	Intermediate
B1	Pre-intermediate
A2	Elementary
A1	Beginner



How do you currently grade students?

Skill	Assessment
Reading	Reading tasks, questions on texts
Writing	Essays, summaries, written responses
Listening	Listening tasks
Speaking	Interviews, presentations, group conversations, group work, pair work

“Student learning outcomes are rapidly taking center stage as the principal gauge of higher education’s effectiveness.”

-Council for Higher Education Accreditation

“Research has indicated that students are more likely to master subject matter if clear expectations are communicated to them for how they will be asked to demonstrate the learning.”

-The University of Miami

“Accrediting organizations—both institutional and specialized—must become more aggressive and creative in *requiring evidence of student learning outcomes* as an integral part of their standards and processes for review.”

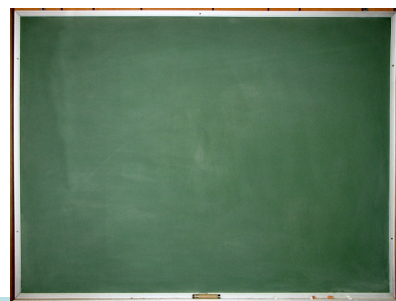
-Council for Higher Education Accreditation

Why Are Student Learning Outcomes Important?

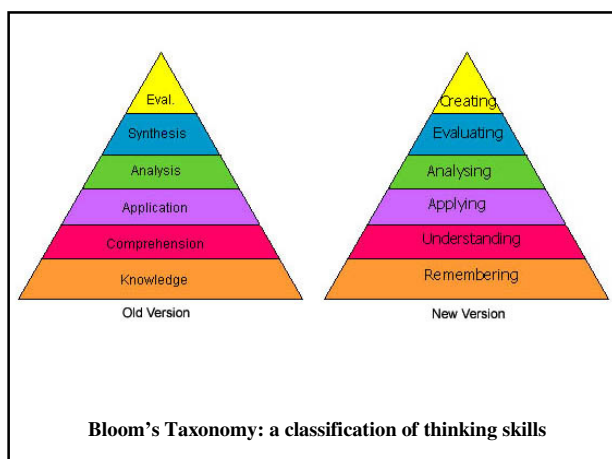
- Specific learning outcomes lead to:
 - More measurable outcomes
 - Better assessment
 - Higher quality feedback
 - Improved courses and programs
 - **Improved student learning and achievement**

Characteristics of Well Stated Learning Outcomes

- student-focused rather than teacher focused
- focused on the learning resulting from an activity rather than on the activity itself
- focused on skills and abilities central to the discipline and based on professional standards of excellence
- general enough to capture important learning but clear and specific enough to be measurable
- focused on aspects of learning that will develop and endure but that can be assessed in some form now



Write two or three specific, measurable student outcomes for a current course.



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**The course that turns critical thinking
into clear learning outcomes**

Think critically. Succeed academically.

