Assessment Date:  Fall 2012

Faculty Name(s):  Connie Olsen (with several adjunct faculty participating)

1. Course Name and Number:
   ESL 181RW and ESL 182RW

2. All Course SLOs from the Course Outline of Record:

   ESL 181RW:
   1. I identify main ideas and specific details in reading passages appropriate for students at this level of English proficiency (adapted, low-intermediate readings, 1-2 pages).
   2. Produce sentences which usually demonstrate correct use of the grammar taught at this level, with a particular focus on sentence structure (complete sentences), verb tenses, pronoun forms, and basic sentence combining (with primary coordinating conjunctions: and, but, so).
   3. Write basic paragraphs of 150-200 words on assigned topics (related to themes of study or the student’s life).

   ESL 182RW:
   1. Identify main ideas, specific details, and simple inferences in reading passages appropriate for students at this level of English proficiency (usually adapted, intermediate readings, 1-3 pages long, on general interest and/or academic topics).
   2. Produce sentences which usually demonstrate correct use of the grammar taught at this level (and 181RW), with a particular focus on verb tenses (including perfect tenses), modal verbs, and sentence combining (with coordinating and subordinating conjunctions).
   3. Write coherent paragraphs of 200-250 words on assigned topics related to a reading and/or the student’s life.

3. Specific Course SLO(s) assessed as part of this project:

   All of the SLOs listed above.

4. Will this SLO assessment count toward GE Plan A?  ____Yes  __X__ No

If Yes, identify what area:  __Area I Natural Sciences  __Area II Social and Behavioral Sciences  __Area III Fine Arts/Humanities  __Area IV Language and Rationality  __Area V Physical Education/Wellness  __Area VI Intercultural/International Studies

Identify GE SLO(s) assessed as part of this project (see Catalog pages 49-51):  N/A
5. Assessment strategy or tool used in the assessment.

Students in each section of these courses were given a reading, a set of comprehension questions designed by the teachers at that level, and a writing topic related to the reading. Students at the 181RW level were expected to write a paragraph of 150-200 words, and those at the 182RW level, 200-250 words.

Rubrics are included at the end of this document.

6. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above.):

We do not want to make test questions public, but the reading tests did include questions related to main ideas, specific details, and in the case of the 182RW test, inferences. These questions related to SLO #1 for each course.

The essay questions that were used at each level related directly to SLOs #2 and #3 above in the corresponding courses. The questions required that students write paragraphs of the expected length and utilize grammar studied in each course.

7. Results and analysis of the data. (Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data, at the end of this document.)

When all sections at the 181RW level are taken together, 71% of the students met the Reading SLO (#1), and 59% met the Writing SLOs (#2 and #3).

When all sections at the 182RW level are taken together, 81% met the Reading SLO (#1), and 60% met the Writing SLOs (#2 and #3).

Although the pass rates were more or less acceptable for the reading SLOs, the writing results were disappointing.

Analysis of the students’ writing: Faculty readers took notes on the main problems with each paper that was deemed “not passing” and found the following:

In ESL 181RW, the most common problems were . . .
• incomplete sentences / sentence structure
• length of writing (less than 150 words on the assigned topic)
• plagiarism (due to some students having access to the reading while writing their papers; some teachers did not follow the prescribed procedure, which disallowed this access).

In ESL 182RW, the most common problems were . . .
• incomplete sentences / sentence structure
• basic verb tenses (those included in the 181RW curriculum)
• incorrect use of conjunctions, especially subordinating conjunctions
A look at the breakdown of the different sections, however, reveals that some sections did much better than others. (See chart at the end of this document: Results of common exams, Fall 2012). Nevertheless, below are some possible reasons for the poor results for the writing questions:

Possible reasons for poor results:

1. A poorly chosen writing question in 181RW
In the case of the 181rw results, I suspect they can be partly attributed to a poorly chosen writing question. Upon reading the students' test papers, we realized that the students at this level had not been taught some of the grammar that would have been most helpful to them in answering the question. While the 182rw classes used a test that had been given the previous year, a new one was made for the 181rw classes, and I think I didn't give due diligence in anticipating how students would respond to the question.

2. An exceptionally weak class bringing down the pass rate in 182RW
I think it’s noteworthy that just one section of 182rw was exceptionally low in writing skills. If that section is removed from the tabulation, the other three sections’ average score would be very similar to the results for the classes tested in Fall 2011. See chart below: Results of ESL Reading/Writing Common Exams, tracked over time (beginning in Fall 2011).

3. Test administration / plagiarism issues
There were some test administration problems which resulted in students having access to the reading material during the writing test and then plagiarizing portions of it in their answers. These papers were considered not passing due to plagiarism.

8. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

Dialogue took place during the joint scoring session itself, and the final results were shared by means of a lengthy written report by e-mail to all ESL faculty. The written report invited and encouraged further dialogue, which was carried on through e-mail. Because of teachers’ diverse schedules, it was difficult to hold additional face-to-face meetings.

We did not discuss changing SLOs as we were just in the process of getting these SLOs approved, but some outcomes did result, as follows.

9. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

Next steps related to future assessments:
1. We should not use an exam for which the students come in “cold.” Although this kind of test is a lot like what we do for placement testing, it isn’t what teachers do most of the time in their classes. Why not let the students write about a topic they’re familiar with? In real life (anywhere outside of placement testing or standardized achievement testing), that is the kind of writing they will do.
2. Perhaps we should not try to test/evaluate so many things at once. Instead of testing all the SLOs at one time, perhaps we should test one SLO and/or one skill at a time.

3. To avoid future problems with test administration and plagiarism, it is necessary to emphasize to all faculty the importance of following the established procedures for whatever test we administer.

Next steps related to teaching and learning:

Although we cannot change the overall aims of our courses—teaching students to read and write the English language well—we must do more to ensure that we reach those goals. Since there seems to be significant variance between what different teachers are accomplishing in their classes, we should seek to do more to ensure that each teacher is teaching the necessary reading, writing, and grammar skills that will promote their students’ success. Doing so might mean revising the course outlines again. It could also involve the use of different textbooks. Trying to find textbooks and time in class to adequately teach all that we are aiming to teach (reading, writing, and grammar) has always been a challenge in these courses. Apart from common texts, each faculty member has his/her own ideas about how to best reach our desired outcomes.

10. Results of implemented changes, if available at this time:

As a result of the Fall 2012 testing process and results, in Spring 2013 we did not test all the SLOs for the courses we tested. Instead, we tested only the writing SLOs, and although each student wrote just one paragraph/essay, we evaluated that piece of writing twice, once for each distinct SLO.

In Spring 2013 I began a search for alternative textbooks, and these books were adopted in Fall 2013. For the first time, two of the ESL levels have three separate texts—one each for reading, writing, and grammar. We are still in the process of evaluating the appropriateness of this strategy.

Results of common exams, Fall 2012 (writing)

<table>
<thead>
<tr>
<th>Course &amp; section</th>
<th>Total Students Tested</th>
<th>Students who met the Writing SLO(s)</th>
<th>Students who did not</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>181RW</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section-01</td>
<td>19</td>
<td>15 (79%)</td>
<td>4</td>
</tr>
<tr>
<td>Section-02</td>
<td>16</td>
<td>7 (44%)</td>
<td>9</td>
</tr>
<tr>
<td>Section-03</td>
<td>16</td>
<td>8 (50%)</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>51</td>
<td>30 (59%)</td>
<td></td>
</tr>
<tr>
<td><strong>182RW</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section-01</td>
<td>24</td>
<td>9 (38%)</td>
<td>15</td>
</tr>
<tr>
<td>Section-02</td>
<td>15</td>
<td>13 (87%)</td>
<td>2</td>
</tr>
<tr>
<td>Section-03</td>
<td>16</td>
<td>10 (63%)</td>
<td>6</td>
</tr>
<tr>
<td>Section-04</td>
<td>12</td>
<td>8 (67%)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>67</td>
<td>40 (60%)</td>
<td>27</td>
</tr>
</tbody>
</table>

More charts follow . . .
### Results of common exams, Fall 2012 (reading):

<table>
<thead>
<tr>
<th>Course &amp; section</th>
<th>Total students</th>
<th>Students who met the Reading SLO</th>
<th>Students who did not</th>
</tr>
</thead>
<tbody>
<tr>
<td>181RW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section-01</td>
<td>19</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Section-02</td>
<td>16</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Section-03</td>
<td>16</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>51</td>
<td>36 (71%)</td>
<td></td>
</tr>
<tr>
<td>182RW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section-01-Curtis</td>
<td>24</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Section-02-Olsen</td>
<td>16</td>
<td>16</td>
<td>0</td>
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<tr>
<td>Section-03-Olsen</td>
<td>18</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Section-04-Martinez</td>
<td>12</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>57 (81%)</td>
<td></td>
</tr>
</tbody>
</table>

### Results of ESL Reading/Writing Common Exams, tracked over time (beginning in Fall 2011)

<table>
<thead>
<tr>
<th>Writing Test Results</th>
<th>Total Students Tested, Fall 2011</th>
<th>% successful on Writing SLO(s), Fall 2011</th>
<th>Total Students Tested, Spring 2012</th>
<th>% successful on Writing SLO(s), Spring 2012</th>
<th>Total Students Tested, Fall 2012</th>
<th>% successful on Writing SLO(s), Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>181RW</td>
<td>72</td>
<td>74%</td>
<td>---------</td>
<td>---------</td>
<td>51</td>
<td>59%</td>
</tr>
<tr>
<td>182RW</td>
<td>93</td>
<td>74%</td>
<td>---------</td>
<td>---------</td>
<td>67</td>
<td>60%*</td>
</tr>
<tr>
<td>183RW</td>
<td>68</td>
<td>59%</td>
<td>44</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>184RW</td>
<td>68</td>
<td>59%</td>
<td>44</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>68</td>
<td>59%</td>
<td>44</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Test Results</th>
<th>Total Students Tested, Fall 2011</th>
<th>% successful on Reading SLO(s), Fall 2011</th>
<th>Total Students Tested, Spring 2012</th>
<th>% successful on Reading SLO(s), Spring 2012</th>
<th>Total Students Tested, Fall 2012</th>
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<tr>
<td>182RW</td>
<td>91</td>
<td>69%</td>
<td>---------</td>
<td>---------</td>
<td>70</td>
<td>81%</td>
</tr>
<tr>
<td>183RW</td>
<td>69</td>
<td>62%</td>
<td>44</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>184RW</td>
<td>69</td>
<td>62%</td>
<td>44</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*One section of this course was exceptionally low. If this section is removed and the other three sections are tabulated, the success rate is 72%.

**This test was not properly designed or administered. The reading portion of the test was so long and difficult that many students did not even have time to begin or write more than a few sentences for the writing portion.
## Ohlone College ESL Writing Rubrics

### ESL 181RW

**Students at this level . . .**

| Superior 181rw (above passing) | a. Address the assigned topic and support ideas with examples/details  
b. Produce at least 150 words in a class period.  
c. Write correct simple and compound sentences, with some errors in complex sentences.  
d. Produce cohesive writing.  
e. Almost always use the grammar taught at this level appropriately: simple present, present continuous, future, simple past; negatives with be or do, basic modals, word order, pronouns.  
f. Almost always use basic English vocabulary correctly  
g. Spell accurately and write legibly  
h. Make errors that do not usually affect comprehensibility |
|---|---|
| Competent 181rw (passing) | a. Address the assigned topic  
b. Produce at least 150 words in a class period  
c. Usually write correct simple sentences, with some errors in compound and complex sentences  
d. Write some cohesive text  
e. Usually use the grammar taught at this level appropriately: simple present, present continuous, future, simple past, negatives with be or do, basic modals, word order, pronouns  
f. Usually use basic English vocabulary correctly  
g. Usually spell accurately and write legibly  
h. Make errors that do not affect comprehensibility significantly |
| Developing 181rw (not passing) | a. May or may not address the assigned topic  
b. Produce at least 100-150 words in a class period  
c. Often write incomplete sentences or lack clear sentence boundaries  
d. Frequently misuse the grammar taught at this level (see above)  
e. Use basic English vocabulary correctly most of the time  
f. Make frequent spelling errors  
g. Usually write legibly  
h. Make errors that frequently limit comprehensibility |
| Limited 181rw (not passing) | a. May or may not adequately address the assigned topic  
b. Often do not produce 100-150 words in 30 minutes  
c. Often write incomplete sentences or lack clear sentence boundaries  
d. Fail to demonstrate knowledge of the grammar taught at this level (see above)  
e. Often misuse basic English vocabulary  
f. Make frequent spelling errors, often resulting in wrong words  
g. Sometimes do not write legibly  
h. Make frequent errors that seriously limit comprehensibility |

Another rubric follows …
**ESL 182RW Writing Rubric**

*Students (or student papers) at this level . . .*

| Superior 182rw (above passing) | a. Address the assigned topic, include a strong topic sentence and well-chosen examples and details  
b. Contain clear organization or logical development  
c. Produce 200 words or more in a class period  
d. Use simple, compound, and complex sentences (punctuated correctly most of the time)  
e. Usually use the grammar taught at/before this level correctly: perfect tenses, passive verbs, modals (past and present), as well as past and present simple/progressive tenses, word order, adjectives, adverbs, pronouns.  
f. Incorporate some new/academic vocabulary correctly, use basic English vocabulary correctly  
g. Make errors that do not affect comprehensibility |
|---|---|
| Competent 182rw (passing) | a. Address the assigned topic, contain a topic sentence and some appropriate examples and details  
b. Contain some clear organization or logical development  
c. Produce 200 words or more in a class period  
d. Use simple, compound, and complex sentences (punctuated correctly most of the time)  
e. Often use the grammar taught at/before this level correctly: perfect tenses, passive verbs, modals (past and present), as well as past and present simple/progressive tenses, word order, adjectives, adverbs, pronouns.  
f. Incorporate some new/academic vocabulary correctly, use basic English vocabulary correctly most of the time  
g. Make errors that do not usually affect comprehensibility |
| Developing 182rw (not passing) | a. May address the assigned topic, but contain a weak topic sentence and/or lack appropriate support  
b. May lack clear organization or logical development  
c. May produce less than 200 words in a class period  
d. Use too many simple sentences, frequent fragments, run-ons, comma splices, or other poorly formed sentences.  
e. Seldom use perfect tenses, passive verbs, modals (past and present) correctly; may make frequent errors in past and present simple/progressive tenses, word order, adjectives, adverbs, and pronouns  
f. Do not use new/academic vocabulary appropriately and/or make frequent errors in the use of basic English vocabulary  
g. Make errors that frequently limit comprehensibility |
| Limited 182rw (not passing) | a. May not understand or address the assigned topic; contain inappropriate topic sentence and/or support, if any.  
b. Unclear organization or illogical development  
c. May produce less than 200 words in a class period  
d. Use too many simple sentences or contains frequent fragments, run-ons, comma splices, and/or other poorly formed sentences.  
e. Demonstrate little or no grasp of perfect tenses, passive verbs, modals (past and present), and/or simple and progressive verbs (past and present), word order, adjectives, adverbs, and pronouns  
f. Do not use new/academic vocabulary appropriately and make frequent errors in the use of basic English vocabulary  
g. Make errors that frequently and seriously limit comprehensibility |