Assessment Date:  Fall 2013

Faculty Name(s):  Connie Olsen (with Joyce Podevyn, adjunct)

1. Course Name and Number:

ESL 182RW -- ESL Reading and Writing, Level II

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

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

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/approved by the teachers at that level, and a writing question. Students were expected to write a paragraph of 200 words or more. A rubric is 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 inferences. These questions related to SLO #1 for each course.
The paragraph-writing question that was used related directly to SLOs #2 and #3 above. The question required that students write paragraphs of the expected length and utilize the grammar studied in 181RW and 182RW.

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 the tests were evaluated, we found that 87% of the students met the Reading SLO (#1), and 74% met the Writing SLOs (#2 and #3). This is the best result we have achieved on any previous SLO testing of ESL students' reading skills, and it matches the previous best results on ESL students' writing skills. See chart at end of document.

We hope these results indicate a measure of success as we have striven to improve our own and our students' performance. However, we recognize that we cannot make fully valid comparisons across semesters, since the assessment tools and administration have been adjusted in certain ways each semester. For example, in Fall 2012, we did the SLO testing just before Thanksgiving, whereas in Fall 2013, we did it in conjunction with the final exam schedule. Furthermore, a different test was used, one which corresponded better to the new textbooks we adopted this past semester. That being said, we are still reasonably pleased with the results this semester.

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 test formation, the joint scoring session, and a discussion with all ESL faculty at the beginning of the Spring 2014 semester.

Although we have not recently discussed changing SLOs per se, we have had significant discussion on various related issues:

1) the idea of creating separate grammar courses to supplement the reading/writing curriculum
2) the need for further emphasis on the development of students' vocabulary
3) ways of approaching acceleration in ESL teaching and learning

We are also discussing whether to perform formal SLO assessment at every level of our sequence, or whether only select levels or the top level of the sequence needs to be analyzed in a detailed manner.

ESL faculty have just created a Google+ community in which to continue to share new ideas and resources, best practices, etc. We also intend to use this for further dialogue through virtual meetings.

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

Some of our ideas on how to improve students’ learning (such as adding required grammar courses) are not necessarily consistent with the idea of acceleration. However, we have begun
consultation with other faculty in the state on acceleration, and some of us will likely attend a week-long workshop on acceleration this summer.

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

N/A

Results of ESL Reading/Writing SLO Testing for ESL 181RW-182RW, (Fall 2011-Fall 2013)

<table>
<thead>
<tr>
<th>Writing Test Results</th>
<th>Total Students Tested, Fall 2011</th>
<th>% successful on Writing SLOs, Fall 2011</th>
<th>Total Students Tested, Fall 2012</th>
<th>% successful on Writing SLOs, Fall 2012</th>
<th>Total students tested, Fall 2013</th>
<th>% successful on Writing SLO #2, Fall 2013</th>
<th>% successful on Writing SLO #3, Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>181RW</td>
<td>72</td>
<td>74%</td>
<td>51</td>
<td>59%</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>182RW</td>
<td>93</td>
<td>74%</td>
<td>67</td>
<td>60%*</td>
<td>47**</td>
<td>74% (35 students)</td>
<td>74%</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, Fall 2012</th>
<th>% successful on Reading SLO(s), Fall 2012</th>
<th>Total students tested, Fall 2013</th>
<th>% successful on Reading SLO(s), Fall 2013</th>
</tr>
</thead>
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<tr>
<td>181RW</td>
<td>72</td>
<td>76%</td>
<td>51</td>
<td>71%</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>182RW</td>
<td>91</td>
<td>69%</td>
<td>70</td>
<td>81%</td>
<td>47**</td>
<td>87% (41 students)</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%.

**The instructor of one section of ESL 182RW did not participate in the assessment, so the overall number of students tested is somewhat lower.

See Rubric on the following page . . .
### ESL 182RW Writing Rubric

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| 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 | |