

**Development Ed Task Force**  
**Report on Outcomes Assessment for Literacy and ESL**  
**Submitted by Mike Khirallah/April 19, 2000**

**Current Practice:**

1. Literacy (ENG 105 & 106): All students submit two common assignments to be submitted in a portfolio at the end of the semester. The assignments are typically essays written on topics that they have been reading about during the semester. The portfolio also includes a final paper written in class. The portfolios are submitted to the campus coordinators and college coordinator for literacy. The coordinators meet for range finding and decide what constitutes a passing and failing portfolio. All 105 and 106 instructors are calibrated and then evaluate the portfolios. Each portfolio is read by two raters. If there is a disagreement, then the portfolio goes to a third rater, whose decision is final.
  
2. ESL Conversation/Pronunciation (101 & 102) All students take the SPEAK test, a standardized (audiotaped) oral test administered on each campus. Several instructors are trained during the semester on rating the SPEAK test. The cut scores are determined by the ESL Discipline. Each tape is rated by two raters. If there is a disagreement (greater than 10 points on a 60 point scale), then the tape goes to a third rater. The raters' scores are averaged. Students must achieve a passing score on the SPEAK and pass the course in order to advance to the next level in conversation/pronunciation. (A different form of the SPEAK is given as a diagnostic test and to confirm initial placement at the beginning of the semester.)
  
3. ESL Listening/Grammar (141, 142, 241, 242): All students take a retired form of the Test of English as a Foreign Language (which contains sections on listening, grammar, and reading). Cut scores are determined by the ESL Discipline. Students must achieve a passing score on the TOEFL and pass the course in order to advance to the next level in listening/grammar. (A different form of the TOEFL is given as a diagnostic test and to confirm initial placement at the beginning of the semester.)
  
4. ESL Reading/Writing (151, 152, 251, 252): All students respond to a common writing prompt written in class. ESL reading/writing teachers meet at the end of the semester to rate the pieces. A full-time faculty member in ESL calibrates the instructors on a previously agreed upon rubric (adapted from the Test of Written English). Each paper is read by two raters. If there is a disagreement, the paper goes to a third rater whose decision is final. Students must achieve a passing score on the in-class writing and pass the course in order to advance to the next level in reading/writing. (A different writing prompt is given as a diagnostic test and to confirm initial placement at the beginning of the semester.)

## **Strengths of the program:**

### **1. Literacy**

- a. Integration of reading and writing for academic purposes
- b. Consistent pre- and post-testing collegewide
- c. Systematic evaluation component

### **2. ESL**

- a. English for academic purposes curriculum
- b. Consistent pre- and post-testing collegewide
- c. Flexible scheduling (days, evenings, weekends)

## **Weaknesses of the program:**

### **1. Literacy**

### **2. ESL**

- a. Too many part-time instructors (currently 5 full-time faculty collegewide for over 60 sections)
- b. Inconsistent support staff (one campus has a full-time parapro and secretary; the other two campuses share secretaries with no parapro support)
- c. No language lab or technical support for ESL classrooms

## **Questions**

## **Adopt from others/Recommendations from Roueche et al**

### **Improve and do better Recommendations**

#### **ESL**

- a. Hire more full-time faculty
- b. Provide paraprofessional support for each campus program
- c. Language lab on each campus and more technologically advanced classrooms