ASSESSMENT REPORT

DIVISION: Noncredit ESL   **DATE:** 8/28/12

PROGRAM: Noncredit ESL

COURSE ASSESSED: ESL Literacy Level

PARTIPANTS: Alfred Romulo, Bette Bond, Caroline DePiro, Daniel Janoyan, Lucy Sarkisian, Marcia Sibony, Noriko Yamamoto

SLO'S ASSESSED:

1. Using the Literacy level grammar structures, students will be able to fill out an information sheet about personalinformation.

METHOD OF ANALYSIS:

During the division faculty retreat in June 2012, the literacy instructors for both day and evening courses met to *evaluate the rubrics* used to score the literacy writing exam.

FINDINGS:

The literacy students in both day and evening courses demonstrated a higher proficiency at sequencing letters and a weaker proficiency at correctly forming lower case letters. Students also demonstrated a higher proficiency atproviding appropriate content yet a lower ability at using the correct mechanics in filling out a form.

The instructors felt that the primary reason for these findings is due to the wide range of ability amongst the students. They felt that some students were more beginning literacy while others were higher literacy or perhaps even students who should be in level one.

The instructors also noticed a lack of consistency in grading from teacher to teacher.

PLANS:

The instructors expressed the need to re-evaluate the placement exam for our students to better place them in the literacy vs. level one levels. They also felt that there should be additional effort made to facilitate and analyze the manner in which students transfer from literacy to level one.

The instructors would like the division to consider

1. separating literacy and level one into A and B courses for those student not aiming for the CRESL* track.
2. having level one students "tutor" literacy students.
3. providing norming/grading training for instructors.**The division will be holding staff development norming workshops in Fall 2012 as a result of this analysis.**

<p style="text-align:center">*CRESL = Credit Bound</p>