

English/Accuplacer Meeting 18 Feb 2016

Stephen, Brent, Alena, Kathleen, George, Maria G, Jeffrey Aird

The meager statistics may not support our request to push the 30 placement score back up to 40. Alena argues that in reading, the ESL students are actually performing better than the native speaking students, which does not support the idea of raising the score. However, Kathleen pointed out, where these non-native speaking students suffer the most is often in speaking and listening skills, particularly those who have bypassed level 4 because of the lower placement score.

What worries me is that we focus on pushing the Accuplacer score back up to 40, fighting to do so against possibly impossible odds, but this would only perpetuate a system that I thought we had growing consensus for changing—perpetuating the idea that ESL students should follow the same developmental path as native speaking students. Can we not break this system and find a way—working with registration/assessment—to ensure that non-native speakers all take a single language proficiency exam such as Pearson, and that the highest ranking on this test would enable them either to go straight into English 1010.

Stephen, who is very distrustful of the Accuplacer, favors the adoption of common exit criteria—a sort of capstone assignment/assessment that would be used to pass 900/990 students into English 1010. Likewise, we need in ESL to move away from using the Accuplacer for our non-native speaking students. Whatever we choose to employ, movement between ESL levels and on into English 1010 should depend on a combination of course work/assessments and the capstone assignments. No one assignment or exam should circumvent all the assessed work of students through the term.