

ESL Accreditation Meeting 05 Feb 2016

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Length and Structure of Program of Study Standard 1: The calendar states the number of terms per year, the number of weeks per term and the number of hours of instruction per week. The calendar is consistent with and supportive of the program or language institution's stated mission and goals.

Student Achievement Standard 1: *The program or language institution has a placement system that is consistent with its admission requirements and allows valid and reliable placement of students into levels.*

We'll need to collect more statistics—numbers that indicate success rates. Accrediting body wants to know if our students are making progress. An assessment—designed by faculty—could be applied at the end of each level. Should such an assessment be integrated? A reading and writing test, and then a speaking and listening test?

This is an area we are certainly working on, trying to choose a new testing instrument that will allow valid and reliable placement. It will be easier to implement a new testing system in SAT because they do not require the same approval procedure. However, students could theoretically place into advanced ESL through either the Pearsons or the LOEP test.

Student Achievement Standard 2: *The program or language institution documents in writing whether students are ready to progress to the next level or to exit the program of study, using instruments or procedures that appropriately assess the achievement of student learning outcomes for courses taken within the curriculum.*

Our current assessment has a number of weaknesses, not least of which is its dependence on testing comprehension as opposed to production. The Pearsons' EPT—even if it only uses algorithms to test production—still does offer assessment of both comprehension and production.

We need a standard testing criteria/activities—something that will enable us to say that a passing grade in my ESL 1010 class is equivalent to a passing grade in Kathy's ESL 1010 class, for example. How do we do this? Do we depend on everything we do throughout the term and try to align them so that all teachers are using the same forms of assessment? Or do we allow individual freedom of assessment among instructors, but those assessments only account for a particular percent of the final score, while a standard test given to all students at the level constitutes the rest of the final score?

Student Achievement Standard 3: *The program or language institution maintains and provides students with written reports that clearly indicate the level and language outcomes attained as a result of instruction.*

Student Achievement Standard 4: *The program or language institution informs students of the assessment procedures used to determine placement, progression from level to level, and completion of the program, as well as their individual results.*