

Assessment, Placement, & Instruction: Innovative Practices for Gen. 1.5 Students

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Strengthening Student Success Conference
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Session Outline

- Context and overview of UCSC research
- Challenging assumptions about Generation 1.5
- Re-visioning CC instruction for US-educated language minority (US-LM) students
- Initiatives at Cañada College
- Questions and conversation

➤ Mapping the Terrain

- Documented testing and placement practices impacting language minority students in Calif. cc's.

➤ What's in a Test? (with Prof. Lorena Llosa at NYU)

- Analyzed ESL & English tests most commonly used

➤ Innovative Practices

- Exploring innovative practices targeting US-educated language minority students pursuing academic pathways

Some challengeable assumptions

- Generation 1.5 students lack language proficiency in both their “native” language and English
- Placement tests are necessary to “diagnose” students language problems and place students in language courses where those problems can be “treated”.
- Language courses are necessary *before* students enroll in credit-bearing, college-level academic work.
- “ESL” or “English”? is the most important question regarding meeting the needs of Generation 1.5 students.
- Students either over-estimate their own skills or attempt to “game the system,” so more stringent testing and placement policies are required

Challenging the assumptions

- US-LM students are “circumstantial bilinguals”.
- Assessment and course placement should support *academic* pathways for LM students.
- Students develop academic language and literacy in settings in which it is used.
- Language support should be *integrated* with academic development.
- All of the above is more important than the question of “ESL” or “English”.
- Students should have access to transparent information and agency in their own education.

Circumstantial bilinguals

- Experienced and skilled in using both their L1 and English for a variety of purposes.
- Might not sound or write *exactly* like monolingual speakers of English.
- Can develop the English language skills necessary to pursue academic goals.
- Bring with them a wealth of personal and cultural resources.
- Offer bilingualism that can foster US and global citizenship and economic activity.

Circumstantial bilinguals and schooling

- Strongest predictor of success in college is “academic intensity” of high school curriculum (Aldeman, 2006)
- Students *most* at risk of academic failure have the *least* access to academically intense curricula
- EL’s have segregated, inequitable, and inadequate K-12 academic preparation (Callahan, 2005; Gándara, Rumberger, Maxwell-Jolly, & Callahan, 2003; Ruiz-de-Velasco & Fix, 2000; Valdés, 1998, 2001)
- Learning a second language for academic purposes takes TIME (Hakuta, Goto Butler, and Witt, 2000) and . . .
- Access to models of academic language and literacy and opportunities to engage in it.

Academic language and literacy

(Intersegmental Committee of the Academic Senates, 2002)

- Engage in intellectual discussions
- Compare and contrast own ideas with others
- Generate hypotheses
- Summarize information
- Synthesize information
- Read a variety of texts, including news, textbooks, research, and Internet resources
- Report facts or narrate events
- Prepare lab reports
- Provide short answer responses or essays
- Listen and simultaneously take notes
- Participate in class discussions
- Ask questions for clarification

Re-visioning Instruction for US-LM Students

- Supporting academic transitions into community colleges
- Integrating language and content
- Promoting access to college-level, mainstream academic curriculum
- Providing transparent information and promoting student agency

Initiatives at Cañada College

- Transparency, Agency, and Support in Testing, Placement, and Instruction
- Linking ESL with Academic Research and Scholarship
- Using Data to Inform Current Practices and Envision Alternatives

Transparency, Agency, and Support in Testing, Placement, and Instruction

Carla Brito-Stoner, Counselor
Cañada College

Transparency, Agency, and Support in Testing, Placement and Instruction

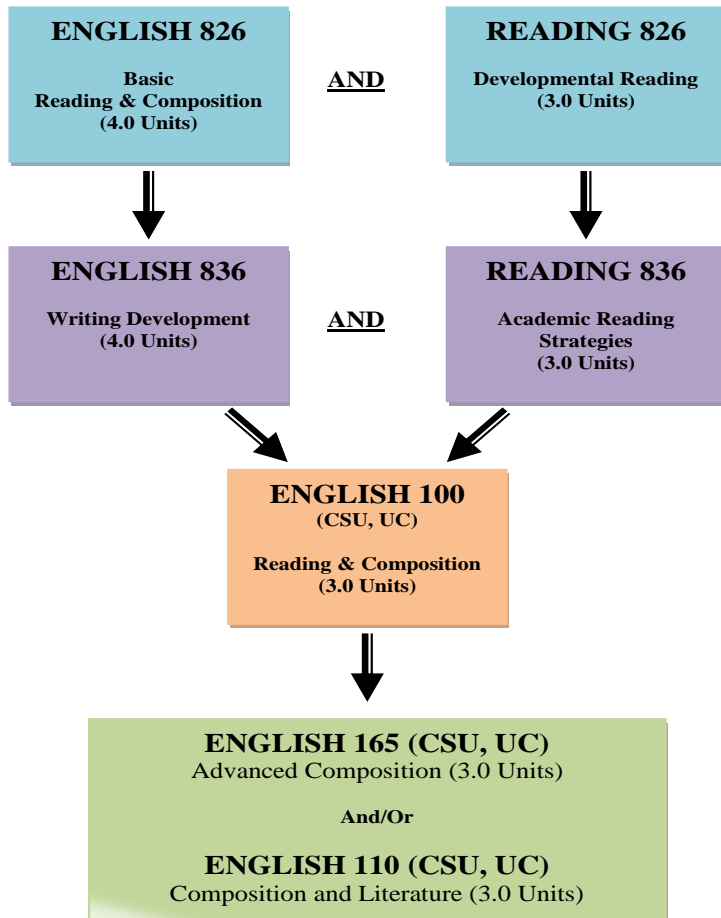


Assessment- English and Math

- ▣ Placement advising /Pre and Post
- ▣ "High Stakes" exam
- ▣ Specialized programs for test preparation
- ▣ **MATH:** 14.1% re-take, 88.3% score higher on re-take, 69.4% place into a higher course
- ▣ **ENGLISH:** 8.6% re-take, 56% score higher, 25.2% place into a higher course

Sequence of English Classes

Cañada College English Curriculum Guide



ESL Curriculum Guide

LEVEL 1	Reading Listening & Speaking 1	ESL 911
	Writing & Grammar 1	ESL 921
LEVEL 2	Reading Listening & Speaking 2	ESL 912
	Writing & Grammar 2	ESL 922
LEVEL 3	Reading Listening & Speaking 3	ESL 913
	Writing & Grammar 3	ESL 923
LEVEL 4	Reading Listening & Speaking 4	ESL 914
	Writing & Grammar 4	ESL 924

ENGLISH 400
(CSU/UC)

ENGLISH 100
(CSU, UC)

Taking the placement test?

Take it seriously!



Attention Students!

Are you planning to attend [redacted]?

Plan ahead and study for the Placement Test!

Why waste your time in classes you don't need to be in!

Preparation for This Test is Essential!

To see examples and study for the placement test, visit our website:

www.[redacted]/admissions/testing

*To make an appointment for placement testing please call 650-306-3452.

*You must complete a [redacted] Application for Admission
BEFORE you can take or schedule a placement test.

Counseling Activities

LEARNING COMMUNITY

ENGL 836 Writing Development (4 units)

MW 8:10-10:00

READ 836 Academic Reading Strategies (3 units)

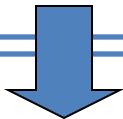
MW 10:10-11:25

CRER 401 College Success (1 unit)

W 11:45-12:35

History 245 Race, Ethnicity and Immigration in
the United States (3 units)

F 9:10-12:00



*Joint Activities with other LC's
(Trivia Day, Field Trips)*

***General Counseling**

***Intrusive Counseling for LC
students**

***ESL Class Visits**

Quantitative Data

Spring 2010 Term GPA,

Retention and Success

Learning Community Classes and Stand Alone Classes

Class	GPA	Retention	Success
LC English 836	2.86	75%	71.4%
Stand Alone English 836	2.44	83.1%	66.8%
LC Reading 836	2.86	75%	71.4%
Stand Alone Reading 836	2.48	82.2%	68.1%

Qualitative Data Student Testimonial

“Being in Crossing Borders has been fun and very helpful because I have met many people. It has also been helpful because it has helped me understand other cultures. I’m also the first in my family to go to college so it is hard for me because I need to get a lot of info. But now I’m good! I know where I can get things that I need and I know how to do things that help me do better in school.” – Mayra Z.

Student Testimonial

“ I am the first person in my family of 6 to go to college. I learned about many different cultures. I met some great people and made some friendships. Coming to the end is like coming up for air after being under water for too long. It was a great class and the program Crossing Borders is a GREAT IDEA! Thank you.” -Lyn A.

Linking ESL with Academic Research and Scholarship

Michelle Morton, Librarian
Cañada College



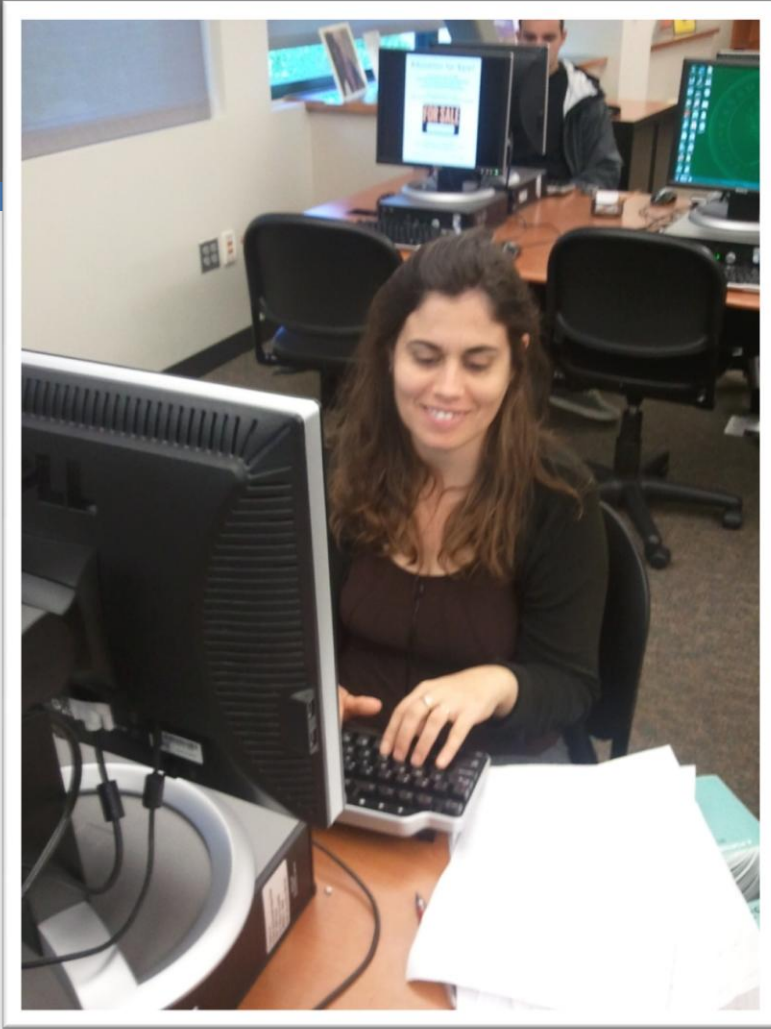
Learning Community

**ESL 400: Composition for
Non-Native Speakers
(5 units, CSU/UC)**

+

**LIBR 100: Introduction to
Information Research
(1 unit, CSU/UC)**

Linking ESL with Academic Research and Scholarship



- 📖 Nature and purpose of research
- 📖 How scholars communicate with each other
- 📖 Different types of resources
- 📖 Digital resources and digital literacy
- 📖 Expectations in transfer classes

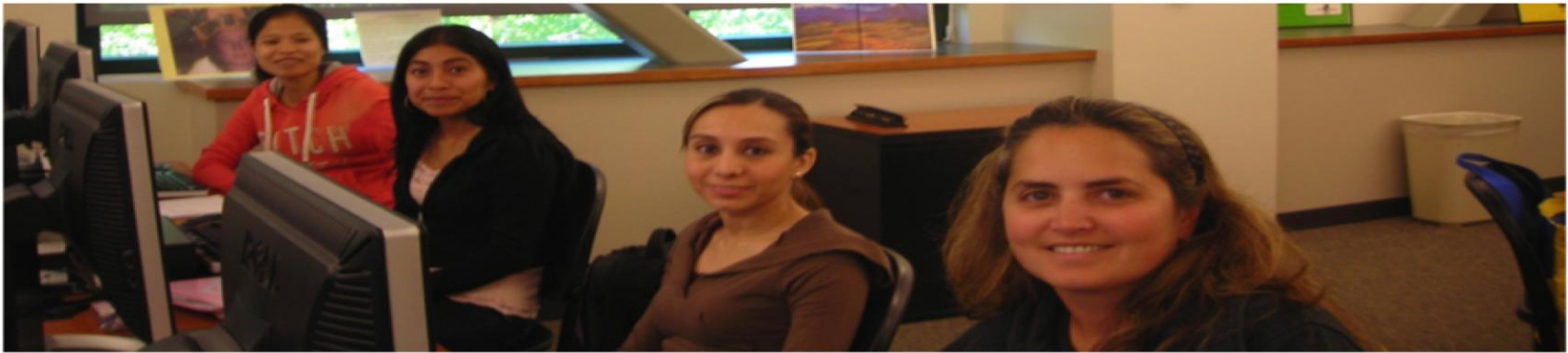
Beyond research...



Integration into
campus life

Connecting to
resources

Connecting to
support services



Navigation

Anniqna Rana

Schedule fall 2010

MLA format

Portfolio Creation

Essay #1

Essay # 2

► TBA Assignments

Sitemap

Anniqna Rana > ESL 400 AA Fall 2010 >

Schedule fall 2010

Scroll down to read about the schedule for each day and the homework assignment for the week.

Tuesday	ESL 400	Thursday	ESL 400	Library	HW and Assignments
		19-Aug-10	Intro	What is research?	<p>Read the following Losey, K. M. (1997). Listen to the silences Mexican American interaction Download</p> <p>Write a question about this essay? Identify a quote that interests you. Write a short paragraph about why you connected to this quote.</p> <p>You will submit this on Tuesday</p> <p>Watch this video and create a website Portfolio Creation</p>
24-Aug	Reviewing the texts In class writing	26-Aug	TBA Orientation in 9-206 10:00-11:00	The Internet Statistics	<p>HW for Tuesday Create your website</p> <p>Read the following essays: <i>I just Wanna be Average</i> by Mike Rose and <i>Learning to Read and Write</i> by Frederick Douglas</p> <p>And for each essay, write two questions, and two quotes.</p> <p>Choose any two quotes and write two short paragraphs explaining why you chose them. Bring this in class on Tuesday.</p>
31-Aug-10	Preparing to write essay #1 Education	2-Sep	In the Library 10:00-Counselor visit	Evaluating and Citing Websites	<p>HW for Sep 7: Read <i>Mother Tongue</i> by Amy Tan <i>Aria: Memoir of a Bilingual Childhood</i> by Rodriguez</p>

Welcome!

Library 100 will help you to:

Find information in books, periodicals, reference sources, on the internet, and in other less common formats efficiently and effectively.

Evaluate the information you find in a number of ways, including how relevant it is to your research, how credible it is, how persuasive it is, how current it is, and other criteria.

Use a wide variety of compelling information strategically and ethically to support arguments in your assignments.

We will reflect together throughout the semester on how you use information to complete academic assignments and in your daily life.

[Comments \(0\)](#)

Library Assignments

[Daily Attendance and](#)

Research in the Electronic Age



Cañada College Library



Librarians

Contact Info:

Building 9, Third Floor
Reference Desk: (650) 306-3480

Links:

[Website / Blog](#)
[Profile & Guides](#)

Library Survey

[Library Survey I](#)

[Comments \(0\)](#)

Units

✓ What is Research

✓ The Internet

✓ Journal Articles

✓ Books

✓ Primary Sources

Citation covered in each unit

Journal Articles

What is a Scholarly Article?

Scholarly articles are written by experts in the field and, additionally, reviewed by a panel of experts in the field. They tend to include a lot of research and data, and the information in the article is backed up by a list of references.



Popular articles are often written by journalists for a general audience and are not reviewed by experts in the field. Popular articles rarely include references.



For more detailed information on what a scholarly article looks like, see the excellent tutorial [Anatomy of a Scholarly Article](#).

Comments (0)

Comments (0)

Databases: CQ Researcher

CQ Researcher has in-depth, unbiased coverage of health, social trends, criminal justice, international affairs, education, the environment, technology, and the economy. Reports are published weekly.

Comments (0)

Databases: Biography Resource Center

Biography Resource Center Search for people -- both current and historic from all eras and occupations -- based on name, occupation, nationality, ethnicity, birth/death dates and places, or gender. You can also use **Advance Search** to combine different criteria (for example, ethnicity and occupation) to create a highly-focused search.

Click here to access [Biography Resource Center](#) from off-campus.

Comments (0)

Scholarly or Peer Reviewed Articles

Professors will often ask you to use a **Scholarly** or **Peer Reviewed** article. The 5-minute clip below explains what **Peer Review** means and why it is important.

Created by North Carolina State University Libraries



databases.

- Start with [Student Resource Center](#)
- Search "Gender" and "Education"
- Look over the results
- Pick one article to skim -- read the **abstract** or first paragraph.
- E-mail yourself one article

Comments (0)

Sample Annotated Bibliography

Works Cited

Dorius, Shawn F. and Glen Firebaugh. "Trends in global gender inequality." *Social Forces* 88.5 (2010): 1941+. *Gale Student Resources in Context*. Web. 30 Sept. 2010.

This article collects data from studies of gender equality around the world in the areas of education, political representation, mortality, and economics. It claims that trends show a decrease in gender inequality in all of these areas, but that the decreases are also among the populations that are growing the slowest. It is helpful for my essay on gender and inequality because it provides evidence that gender inequality exists around the world, but also that things are changing.

Comments (0)

✓ What is a periodical?

✓ What is a scholarly article?

✓
✓ What does peer review mean?

✓ What is a database?

✓ Database searching: basic and advanced

January 2010 (Number = 24) May 2010 (Number = 14)

3. I feel comfortable asking the librarian for help

Strongly Agree	42.9%	9	71.4%	10
Agree	52.4%	11	28.6%	4
Disagree	4.8%	1	0.0%	0
Strongly Disagree	0	0	0.0%	0

4. I know how to use the library catalog to find books in the library

Strongly Agree	0%	0	14.3	2
Agree	36.4%	8	71.4%	10
Disagree	59.1%	13	14.3%	2
Strongly Disagree	4.5%	1	0.0%	0

5. I know how to use a database to find articles from magazines, journals and newspapers

Strongly Agree	0	0	14.3%	2
Agree	45.5%	10	85.7%	12
Disagree	50%	11	0.0%	0
Strongly Disagree	4.5%	1	0.0%	0

6. I know how to decide if a website has information that I can trust

Strongly Agree	4.5%	1	21.4%	3
Agree	50%	11	78.6%	11
Disagree	40.9%	9	0.0%	0
Strongly Disagree	4.5%	1	0.0%	0

7. I know how to cite books, articles, and websites in MLA format

Strongly Agree	0	0	28.6%	4
Agree	50%	11	71.4%	10
Disagree	40.9%	9	0.0%	0
Strongly Disagree	9.1%	2	0.0%	0



Data collection

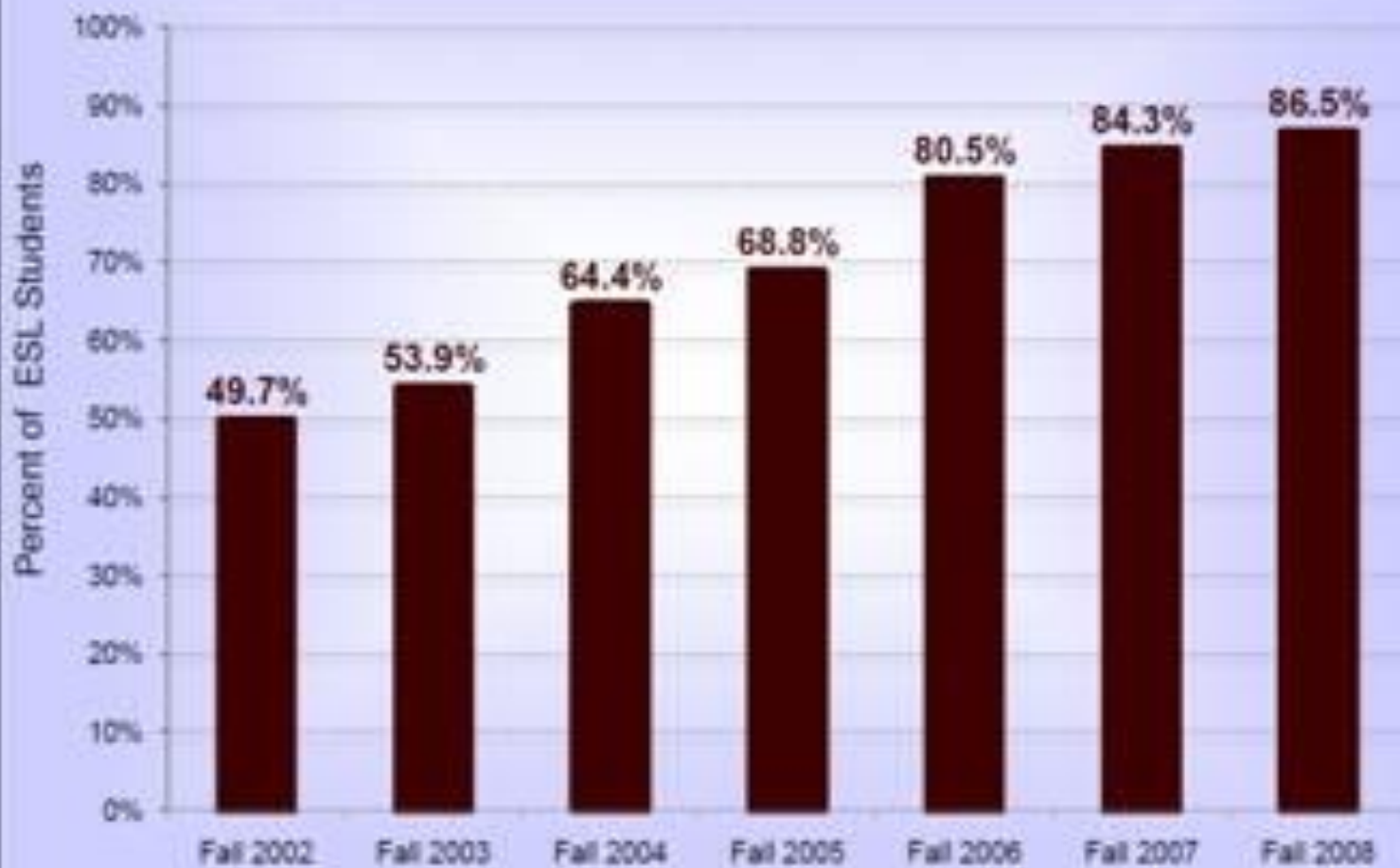
- ✓ Survey
- ✓ Interviews with students?
- ✓ Tracking student progress in transfer courses?
- ✓ Other?

Using Data to Inform Current Practices and Envision Alternatives

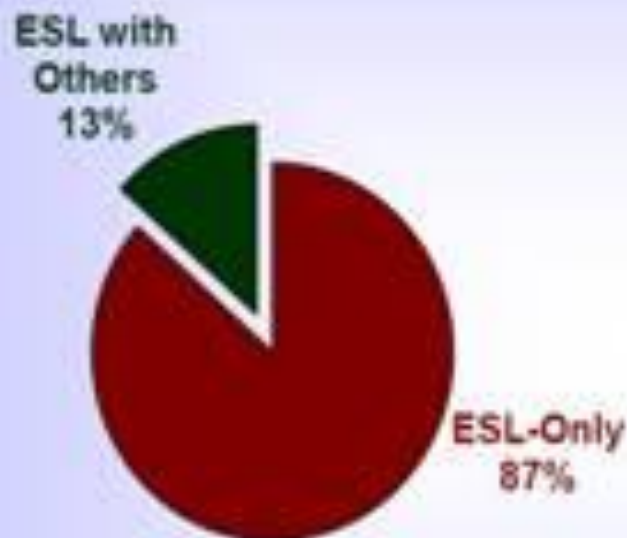


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Percent of ESL Students taking Only ESL Courses



In terms of the segmentation analysis, ESL Course takers were separated into two distinct populations



Persistence is a defining characteristic separating ESL-Only student from those taking ESL in combination with other courses

Student Cohort	Student Headcount	FTEs	One Year Fall-to-Fall Persistence	Two Year Fall-to-Fall Persistence
			Rate	Rate
ESL-Only Course Takers	975	294	32.9%	23.6%
ESL & Other Course Takers	152	29	59.7%	42.3%
Total for All ESL Course Takers	1,127	323	38.1%	32.9%
College Overall	6,805	2,098	39.1%	24.4%

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