

CASSL Project:
Measuring Course-Level ESL Writing Strand SLO Attainment
Grant Recipients: Lisa Marchand and Jenna Francisco

I. Project Goal

SLO Assessments conducted during Spring 2010 generated approximately 160 sets of individual student data. This information had to be entered into spreadsheets, statistically analyzed, interpreted, and reported. Moreover, the ESL Department requires a reasonable approach to handling this volume of information each semester. This project's goal was to carry out the first iteration of the data entry and analysis cycle to determine how the department can manage comprehensive longitudinal research on writing student learning outcomes.

Objectives

- a. Measure the degree to which each writing student can demonstrate the skills related to SLO's from the previous course.
- b. Norm department faculty to score writing samples against the scoring guides (rubrics).
- c. Compile the first ranks of data in a longitudinal assessment of writing SLO's.

II. Methods

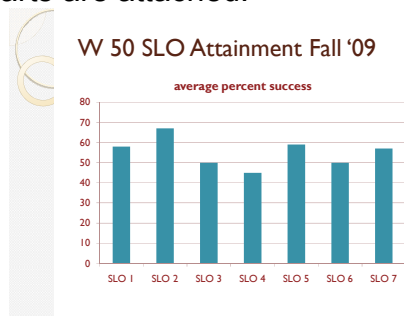
- 1) Using materials created during Marchand's Fall 2009 sabbatical leave, teachers were given specific training, instructions and testing instruments appropriate for their courses.
- 2) Subsequent to the administration of the assessments, all products and materials were forwarded to Marchand for data entry.
- 3) Upon completion of spreadsheets for all five levels tested, the spreadsheets were given to college research for statistical processing. This yielded descriptive statistics as well as lists of correlations between and among subjective and objective variables.
- 4) Marchand and Francisco then studied the statistical significance of the correlations and highlighted them for further discussion within the department.
- 5) Descriptive statistics were used to determine the degree to which students were able to demonstrate the skills related to SLO's. We then charted the SLO success rates for each level and will provide them to all ESL faculty members.
- 6) Data sets linking student success with demographic variables are in process. At the time of this report, only one level had the n size to potentially reveal any significant patterns. Demographic correlations will best be conducted after several semesters of data have been collected. Also pending in the research department are correlations between SLO performance and writing course grades.

- 7) Plans for Fall 2010 data collection are to have individual teachers enter their own data into spreadsheets. This will reduce the time necessary to process the data. Once merged, the level data can be electronically forwarded to the research department early in the semester for the next iteration of the process.

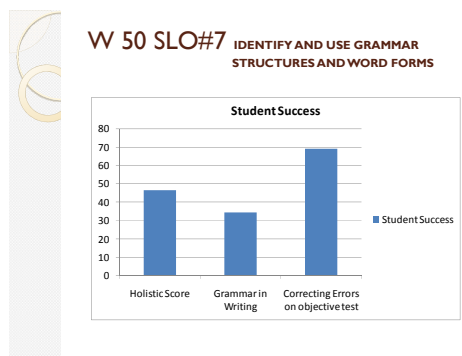
III. Results Summary

The project resulted in several successful outcomes:

- We created the *ESL Writing Strand SLO Attainment Data Base*
- First semester of a longitudinal study was completed
- We conquered the learning curve relative to data entry
- We learned how to work with the college research department
- We charted SLO attainment for all writing course levels. These will facilitate discussion at the fall department meeting and provide useful material for updating our program review (PrOF). Here is an example – remaining charts are attached.



- We observed statistically significant correlations:
 - Teachers' evaluation of student writing is more highly correlated with organization and development than with grammar
 - Students' scores on their writing samples were not correlated with their objective (metalinguistic) scores. In other words, students who are good at objective test items are not necessarily also good writers. Here is a graphic example of these relationships:



The project also had some unsuccessful outcomes:

- We have not yet been able to complete full analysis of the data. Demographic variable and course grade correlations await input from the college research department.
- No patterns can be assumed at this time
 - N size is not great enough in all levels
 - Longitudinal data collection and analysis must be continued before any changes or applause for the program can be recommended.

IV. Planned Implementation

This project guided the first step in implementing the SLO assessment materials and procedures developed by Marchand during her Fall 2009 Type B leave. The next step will be to distribute the workload across the ESL writing faculty. In Fall 2010, five to seven instructors will be collecting and entering diagnostic/assessment data into the *ESL Writing Strand SLO Attainment Data Base*. This approach will become standard operating procedure in the department. The final step in implementation will be to standardize interaction with the college research department to facilitate rapid generation of statistics combining our data with the CRC college data; thus, giving more time for analysis and dialogue within the department.

V. Broader Implications

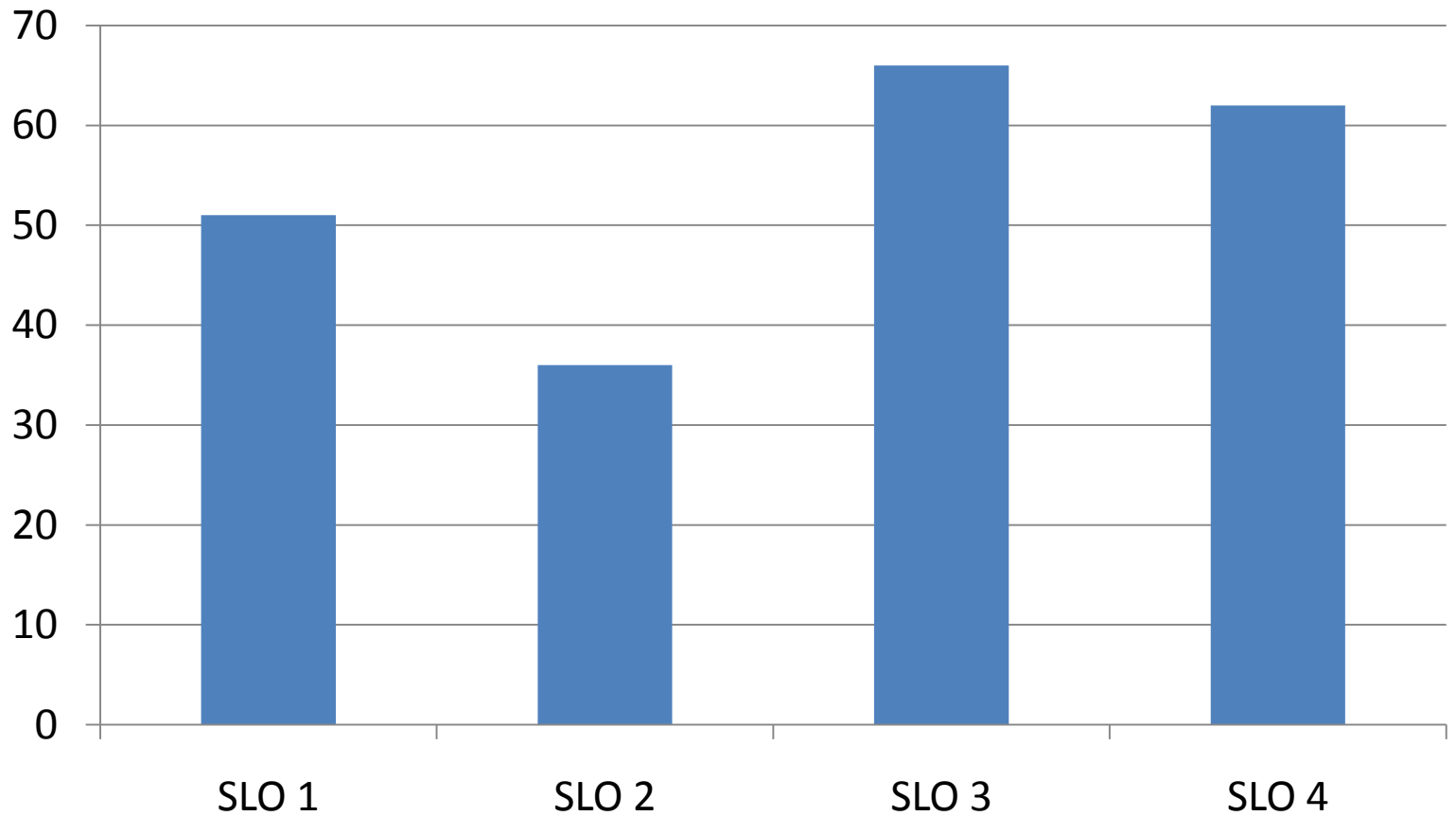
At CRC, this process and our experience working with the data and the research department can serve as a model for other programs having sequential courses. Also, the process was shared at the California Teachers of English to Speakers of Other Languages (CATESOL) State Conference in April. One outcome was a letter of interest from the Ventura Community College district. An Oxnard College ESL instructor approached the district with the suggestion that Marchand present the materials development and assessment processes at their district-wide FLEX meetings in August.

SLO Assessment Outcomes

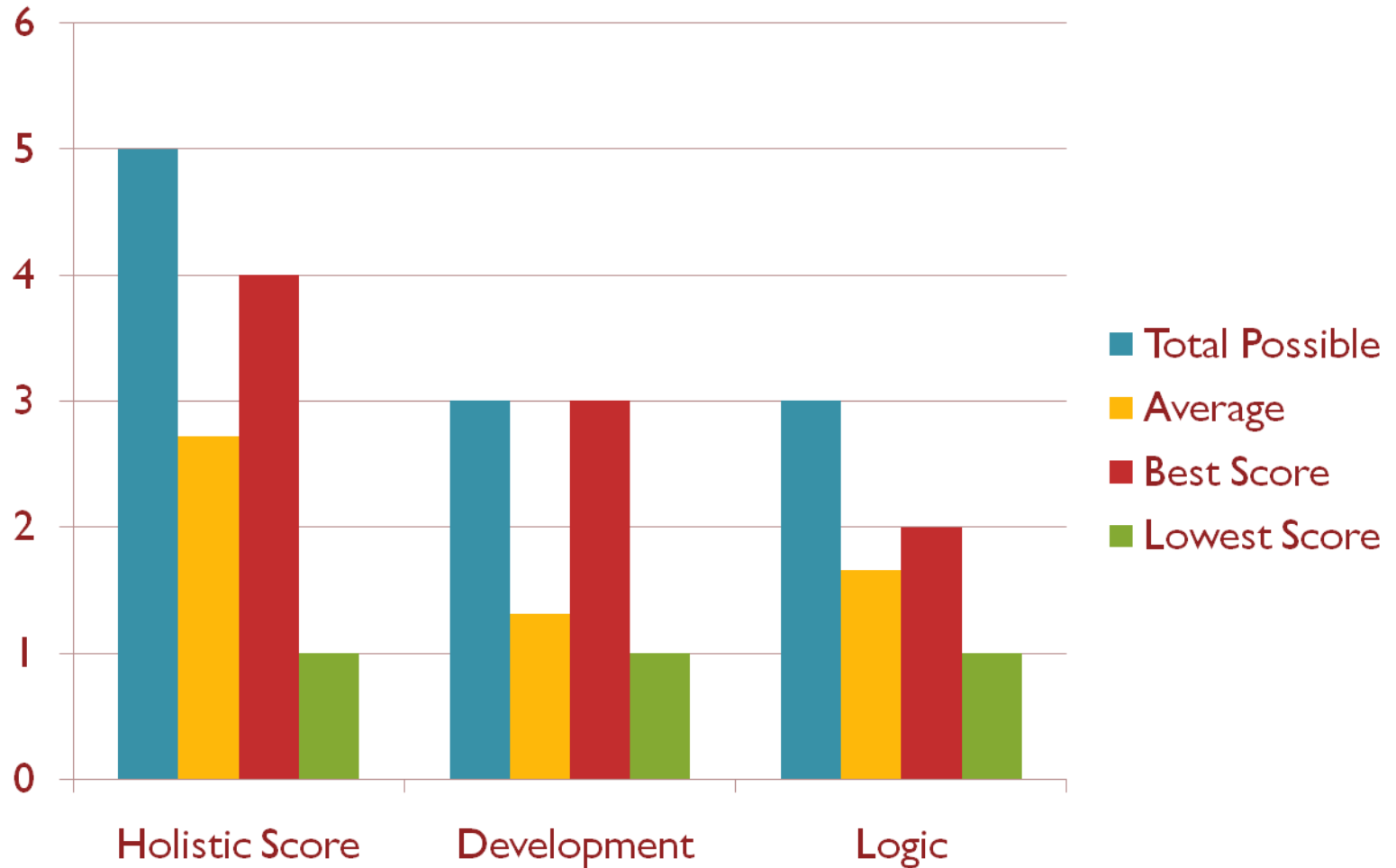
Graphs and Charts

W 20 SLO Attainment Fall '09

average percent success

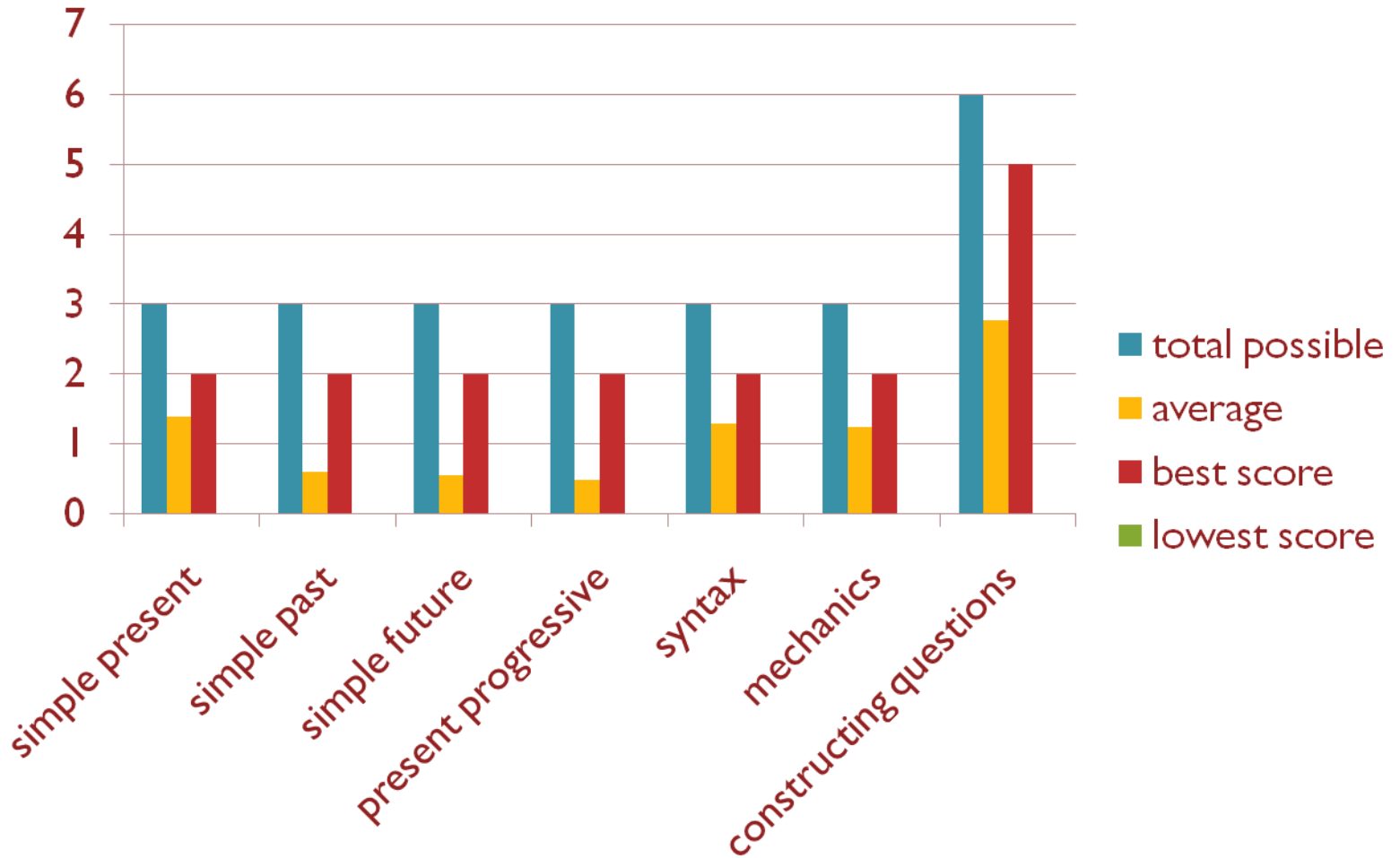


W 20 SLO#1 write a paragraph (a group of related sentences) of about 10 sentences under the pressure of time

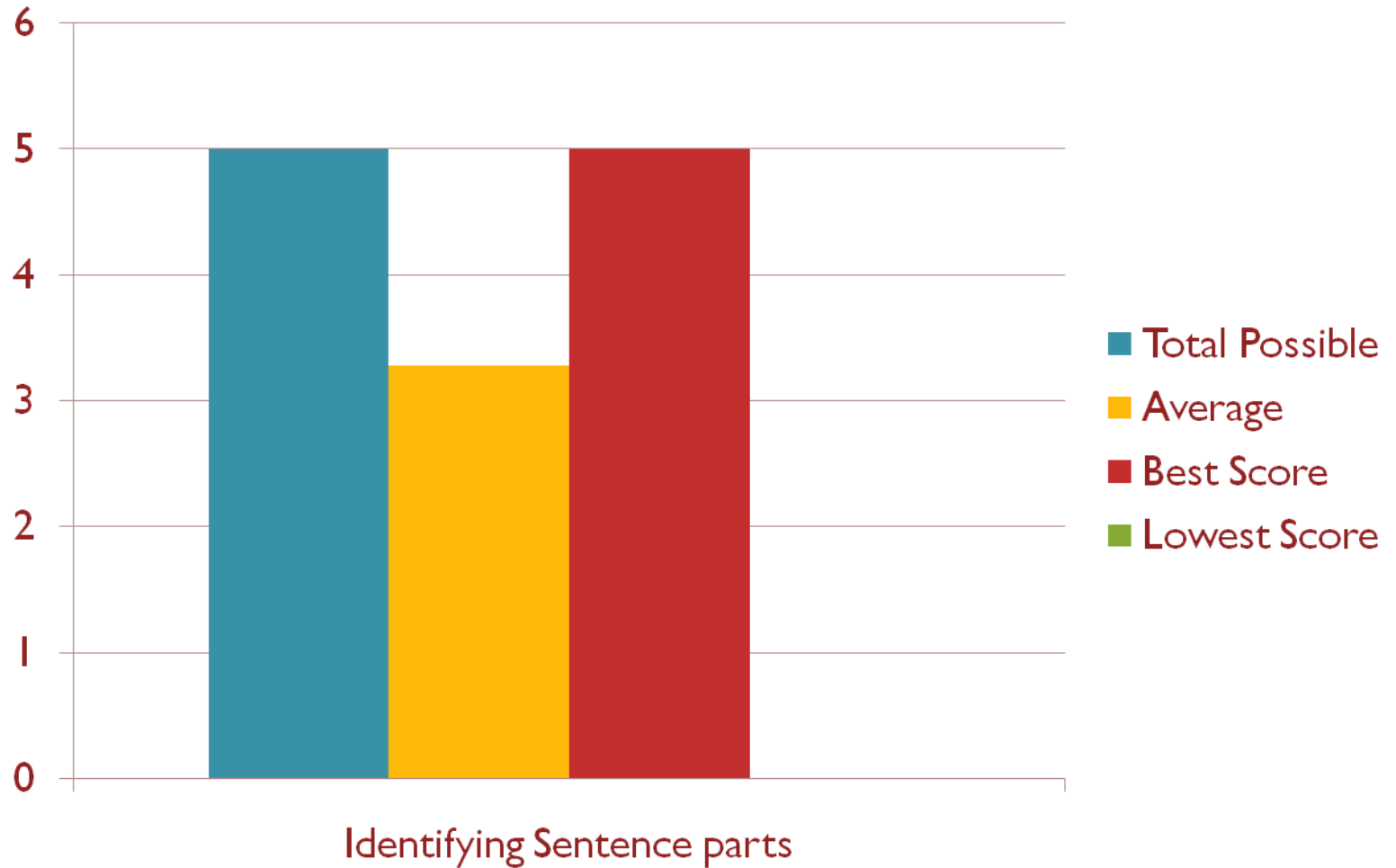


W 20 SLO #2

Construct simple affirmative and negative statements and questions using the simple present, past, and future and the present progressive tenses.

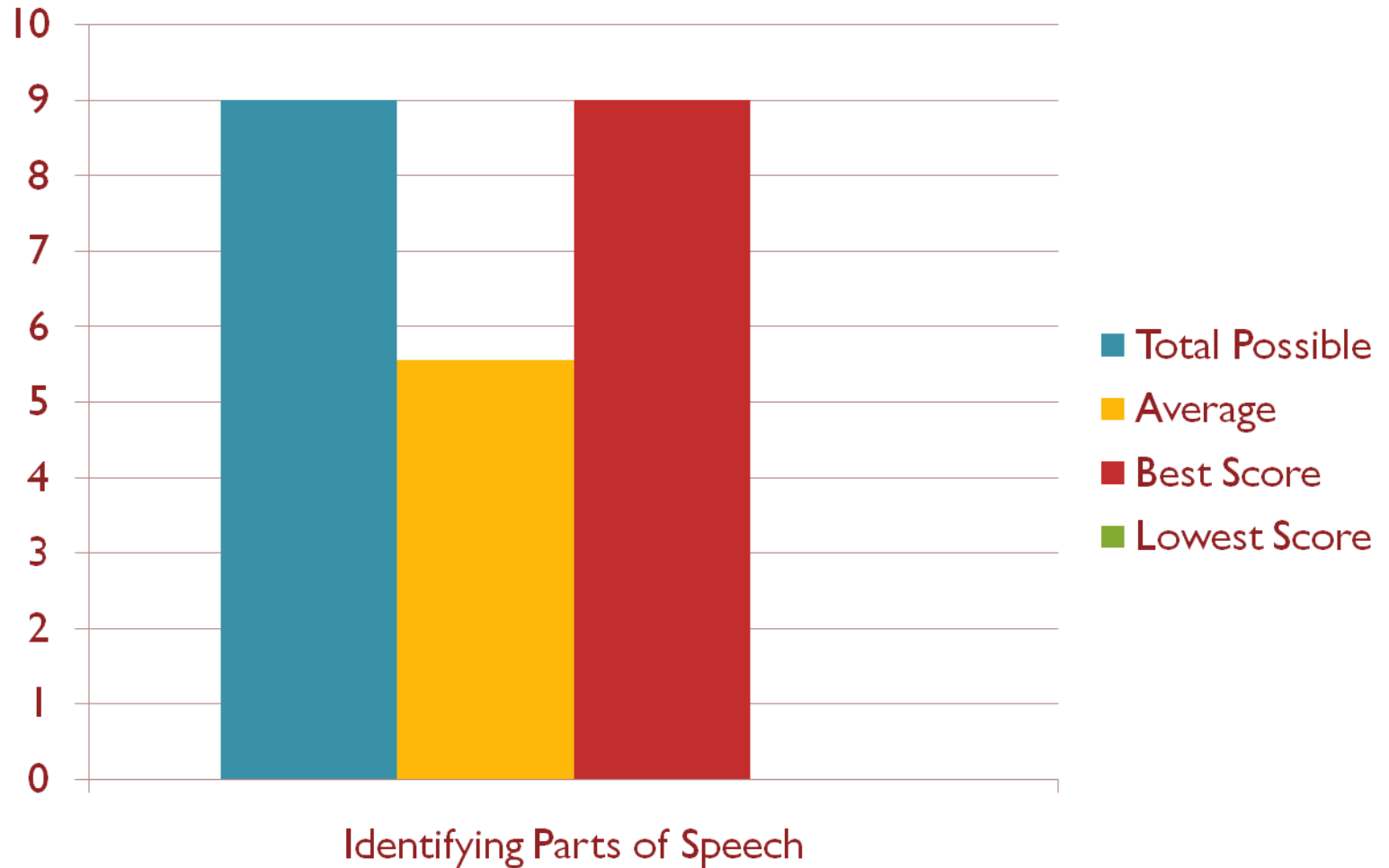


W 20 SLO #3 Identify basic parts of sentences



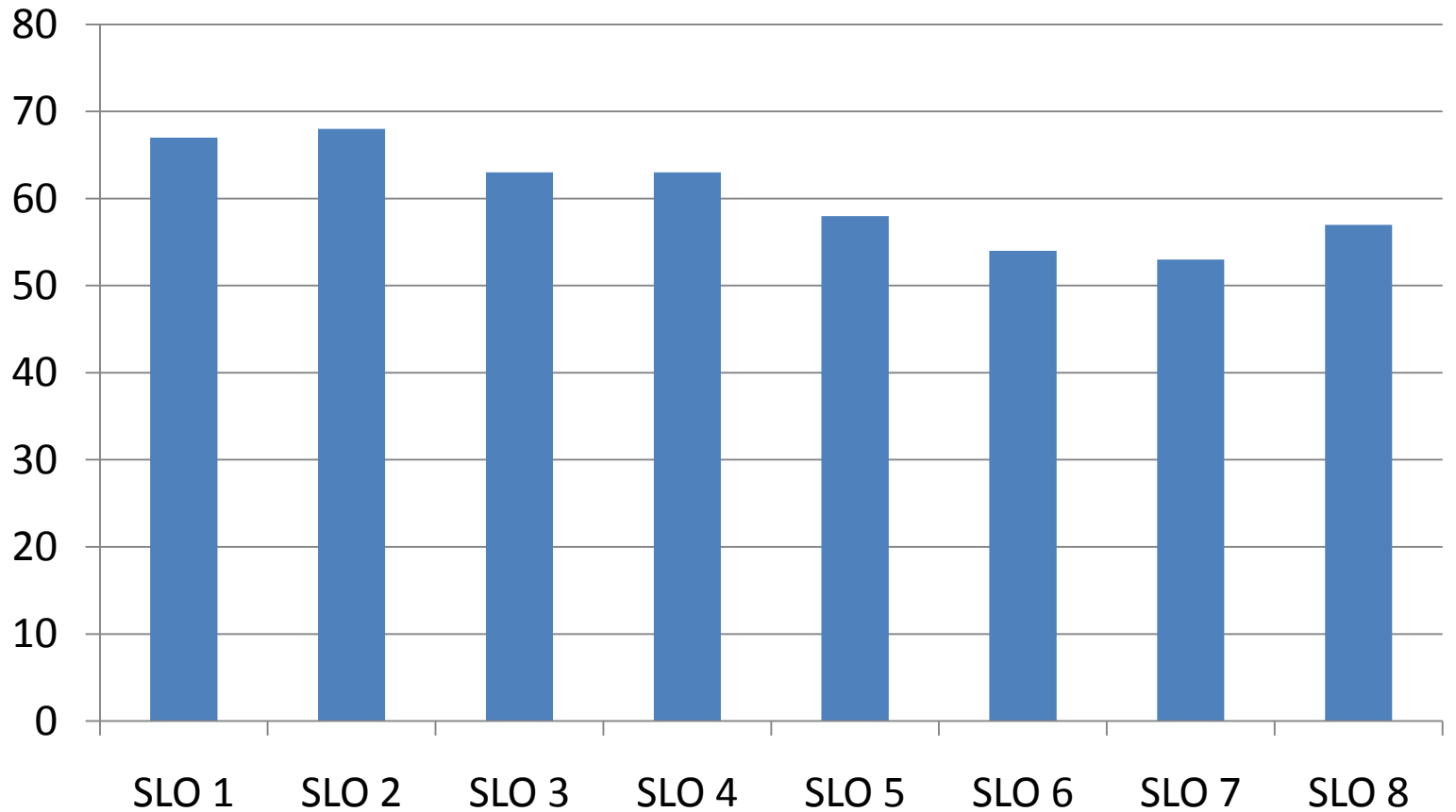
W 20 SLO #4

Differentiate between basic parts of speech



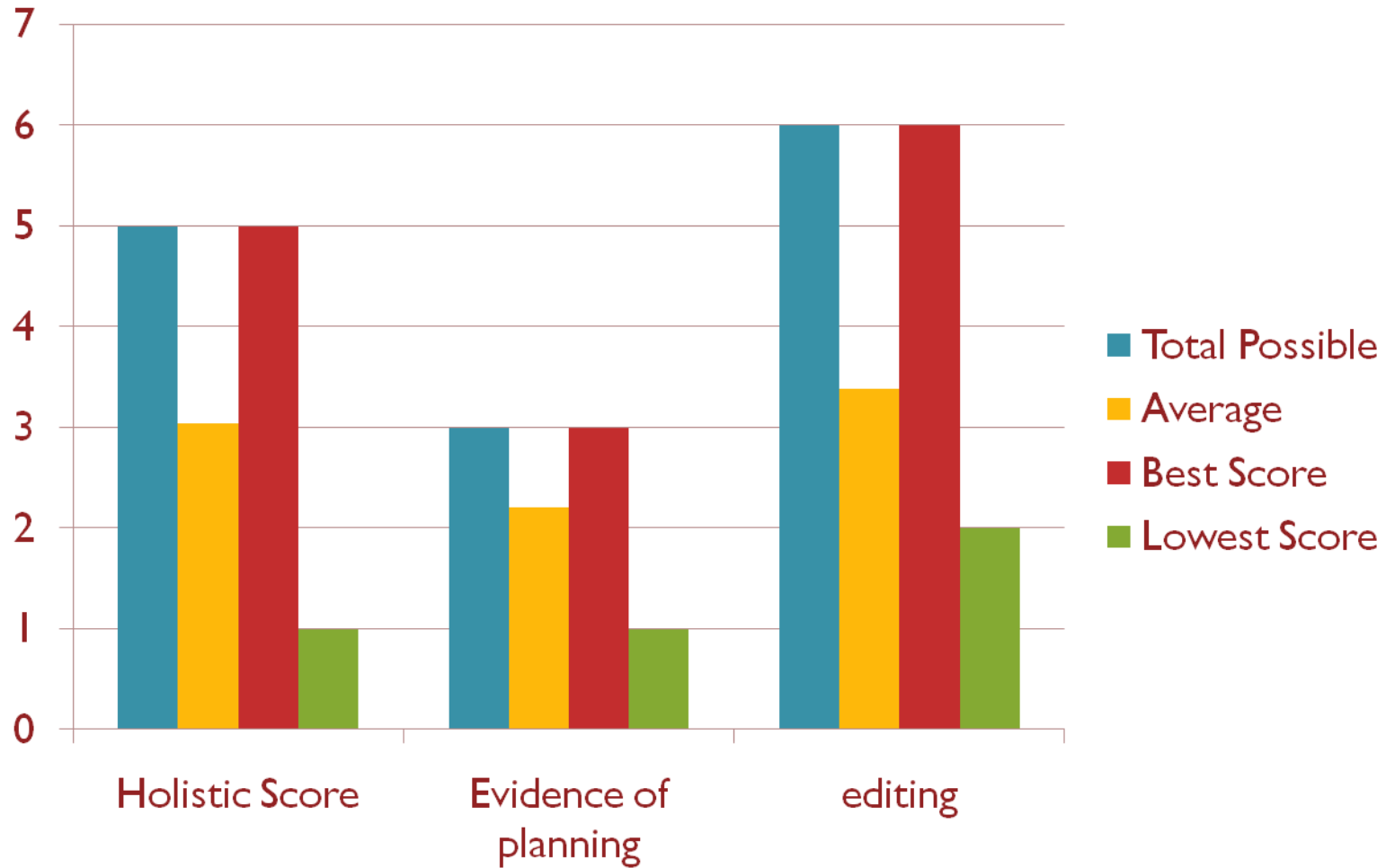
W 30 SLO Attainment Fall '09

average percent success

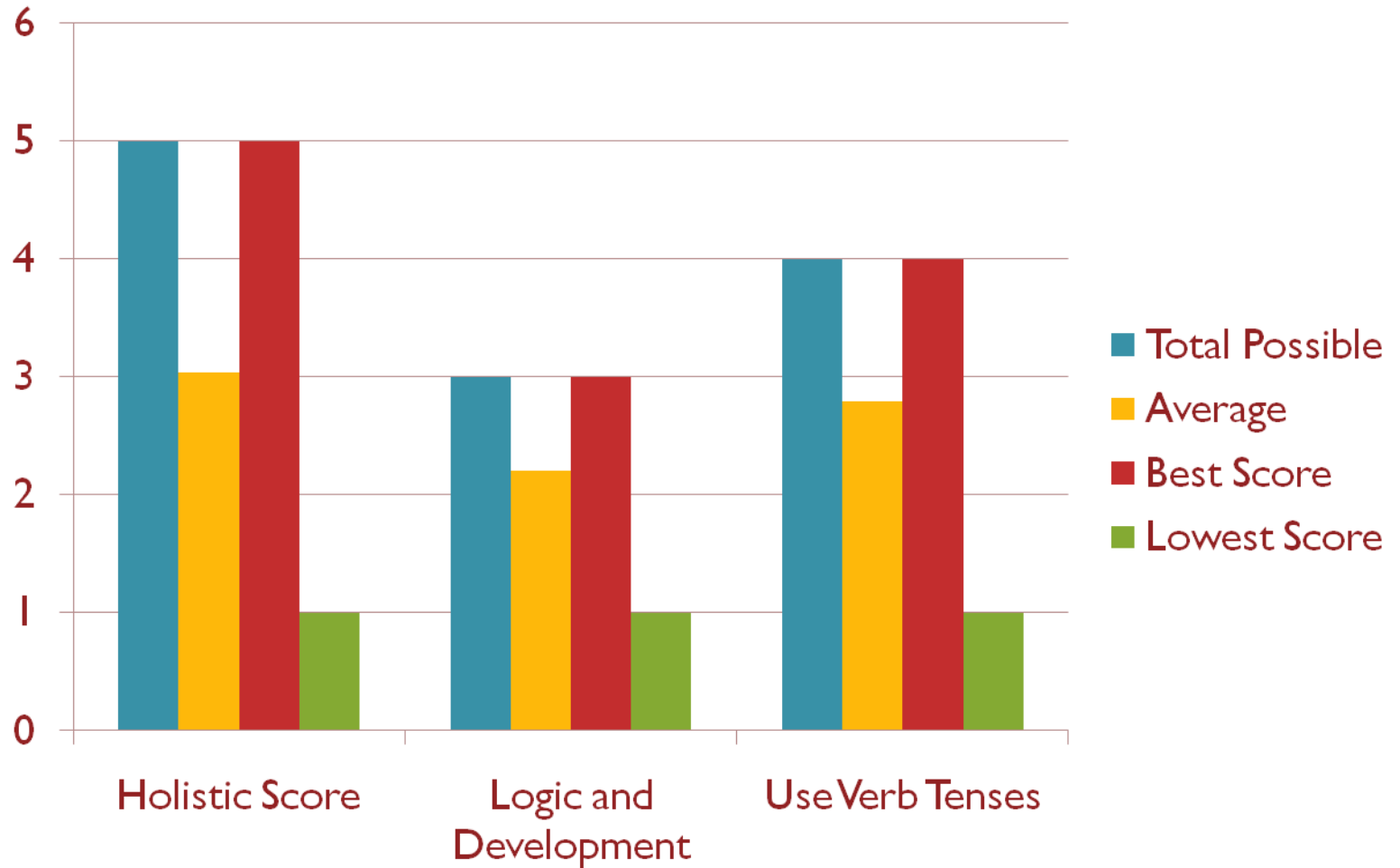


W 30 SLO #1

Employ basic steps in the writing process

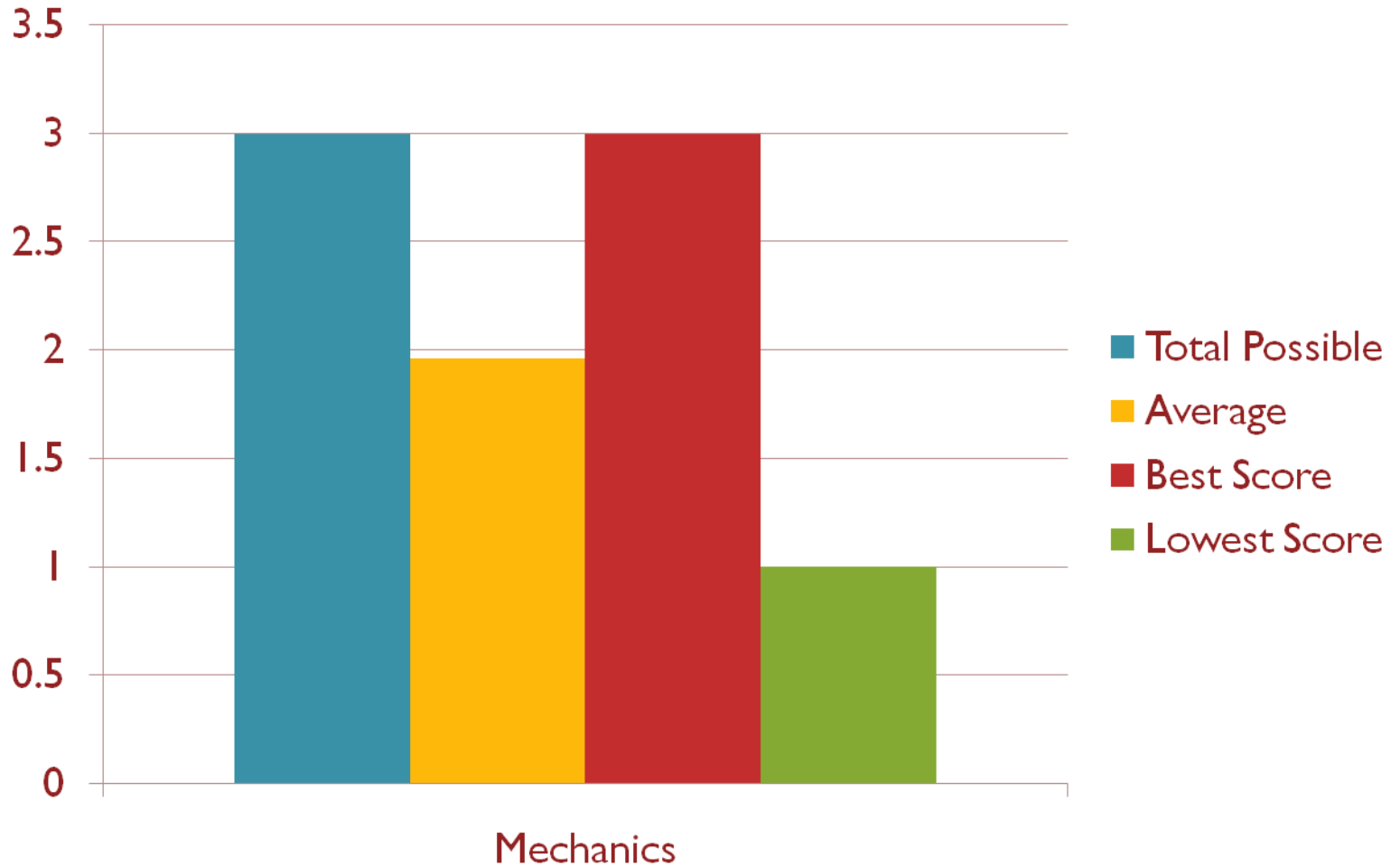


W 30 SLO #2 Organize ideas into paragraphs

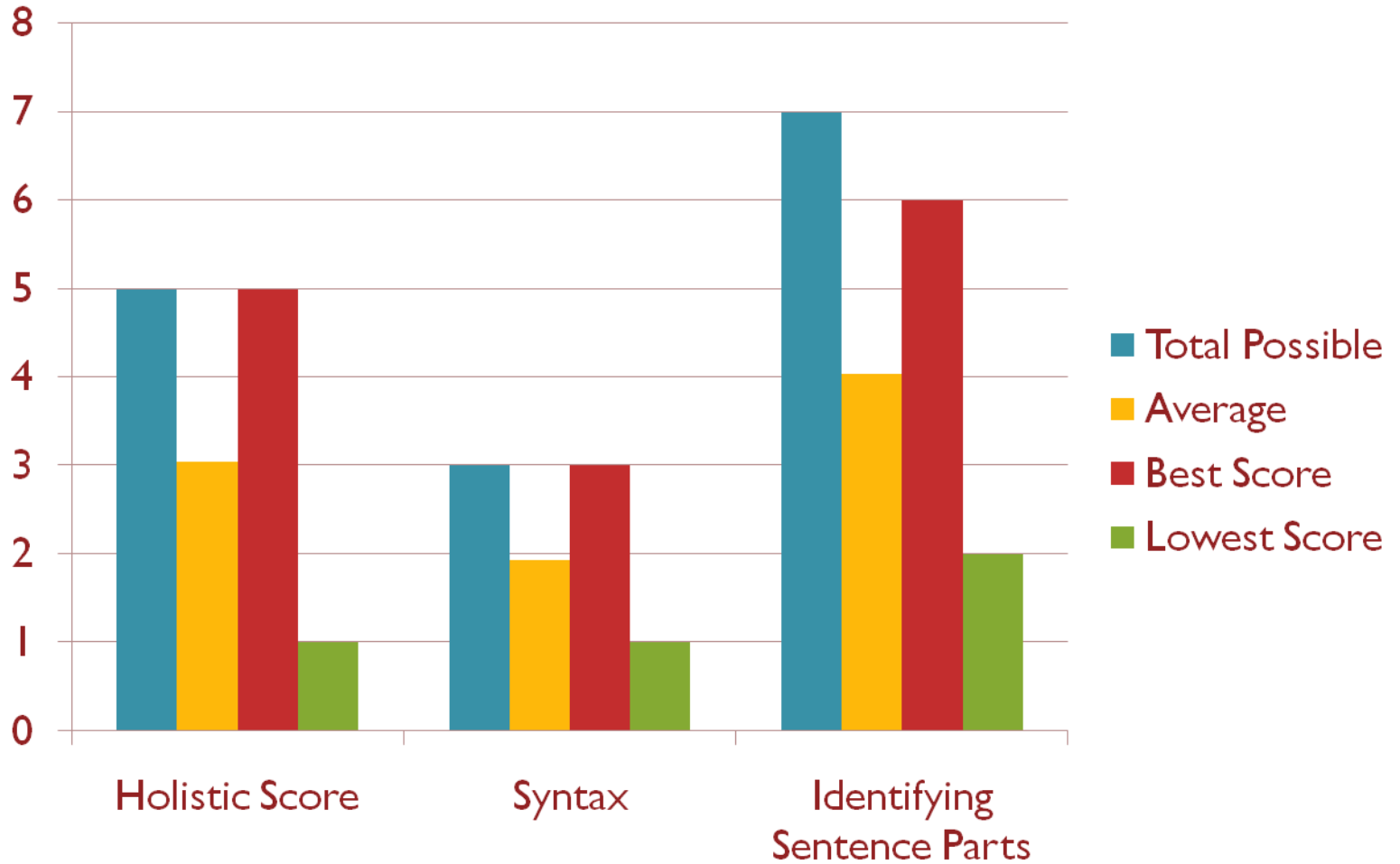


W 30 SLO #3

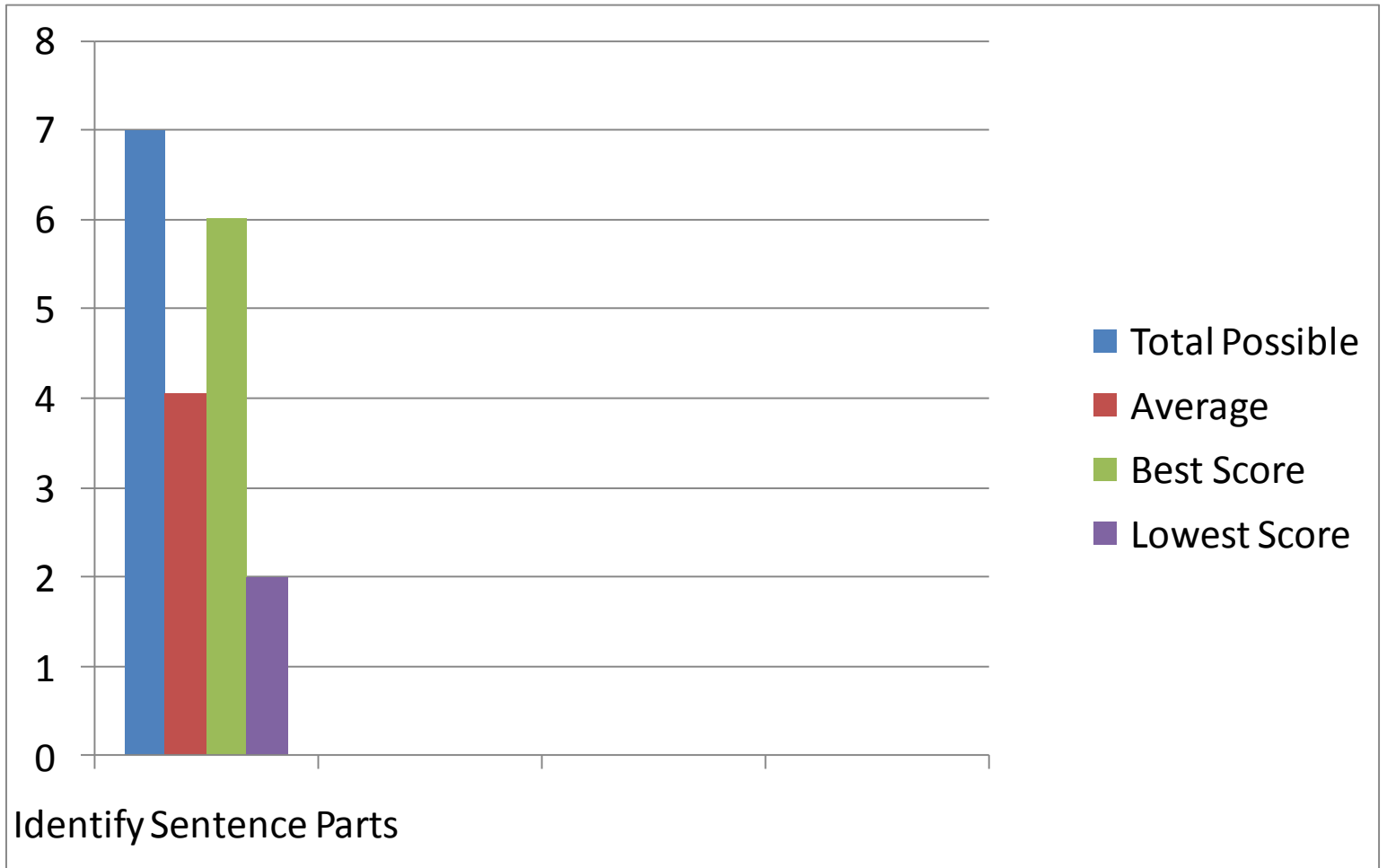
Apply basic writing and formatting conventions of paragraphs



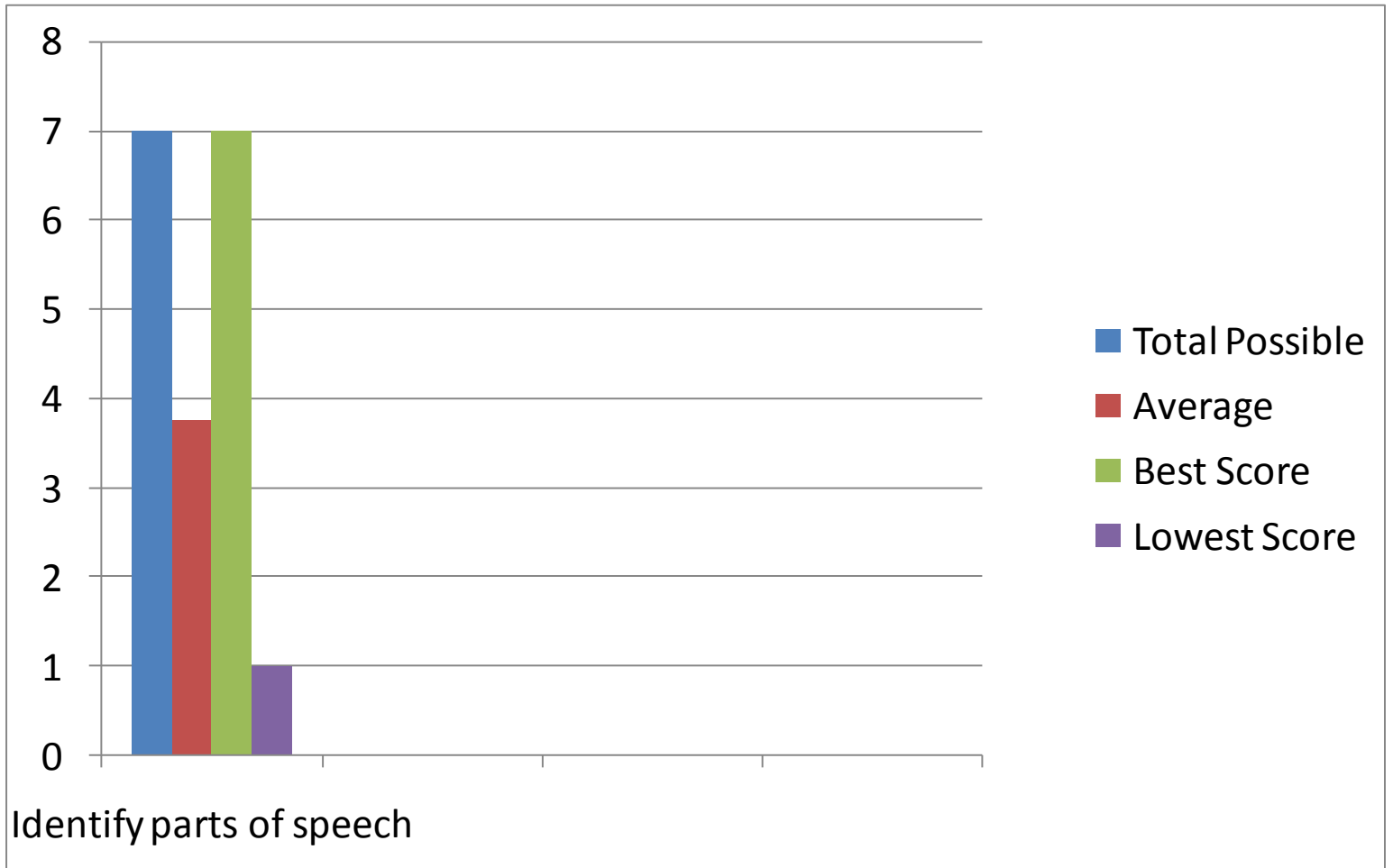
W 30 SLO #4 Write simple and compound sentences



W 30 SLO #5 Identify basic parts of sentences

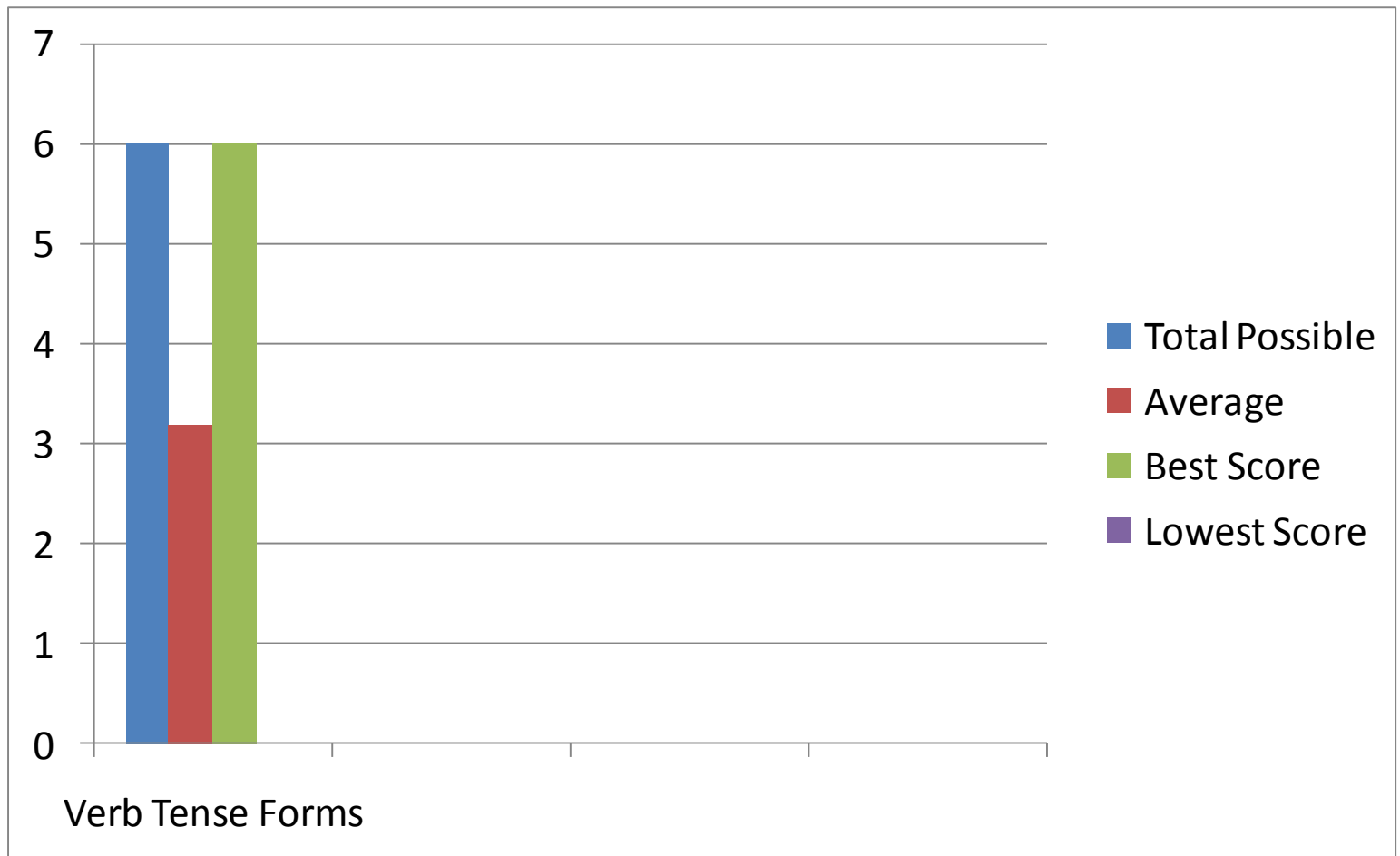


W 30 SLO #6 Differentiate parts of speech

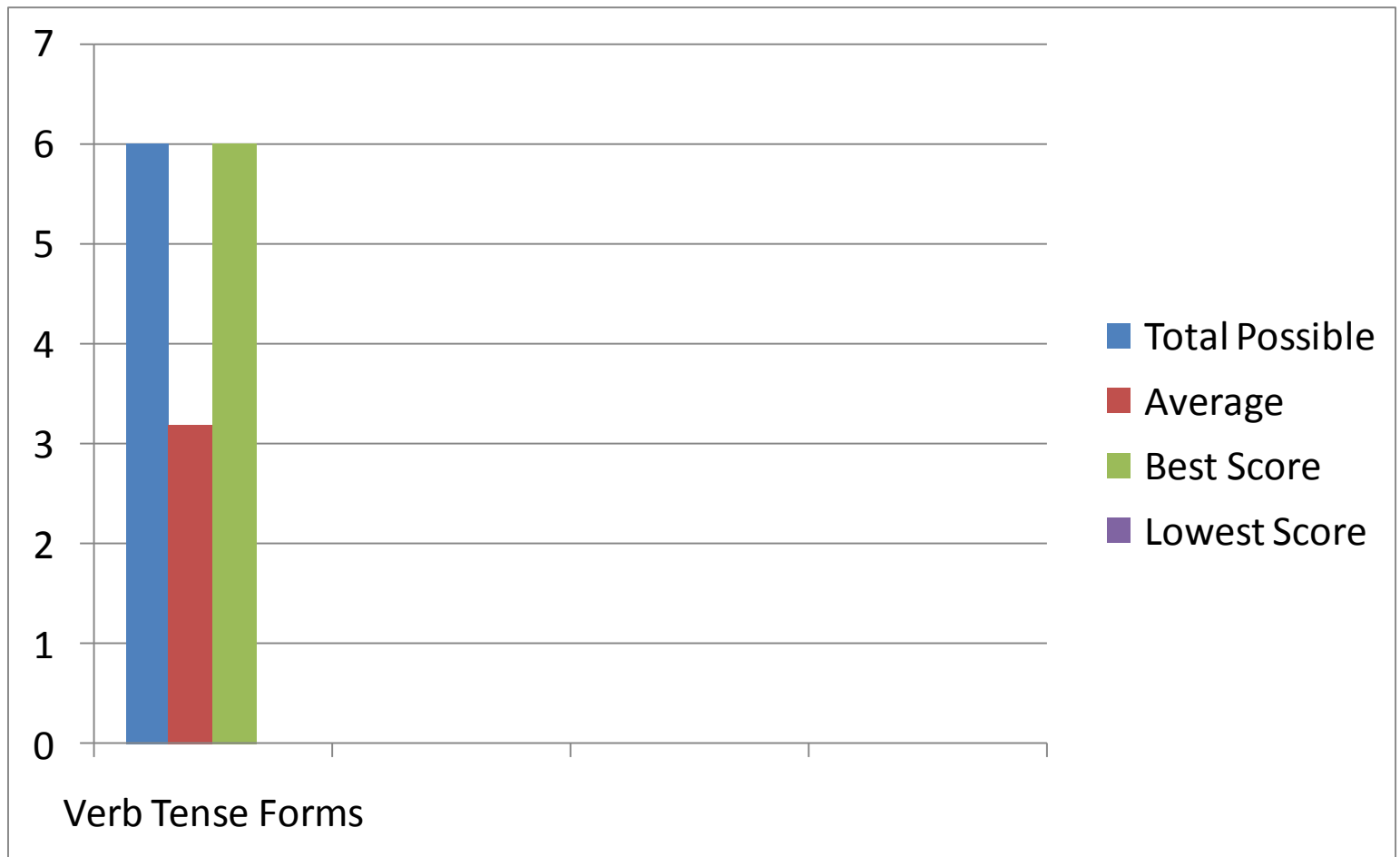


W 30 SLO #7

Identify and use verb tenses correctly with very few errors in form

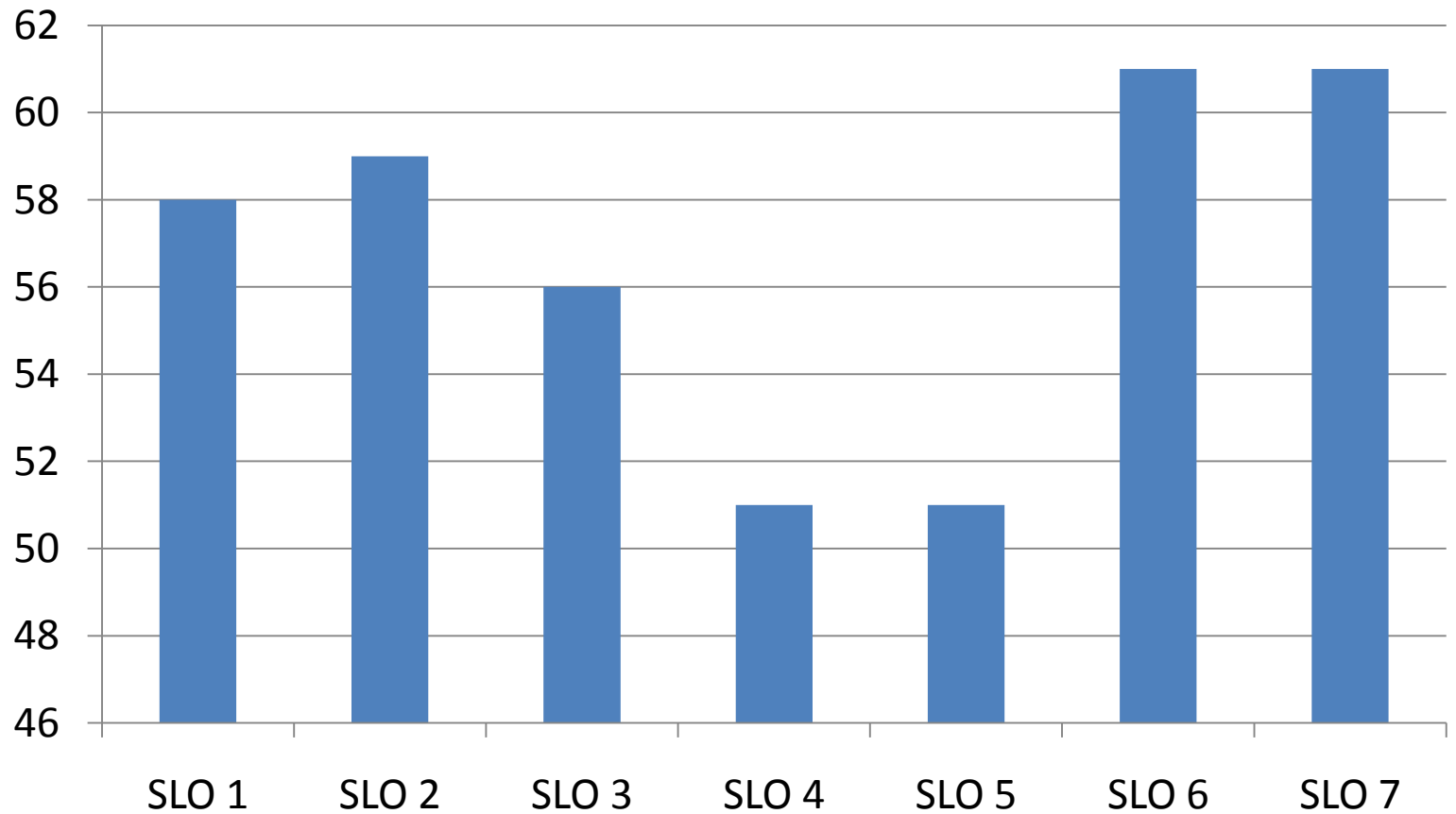


W 30 SLO #8 Identify and use other grammar structures with comp

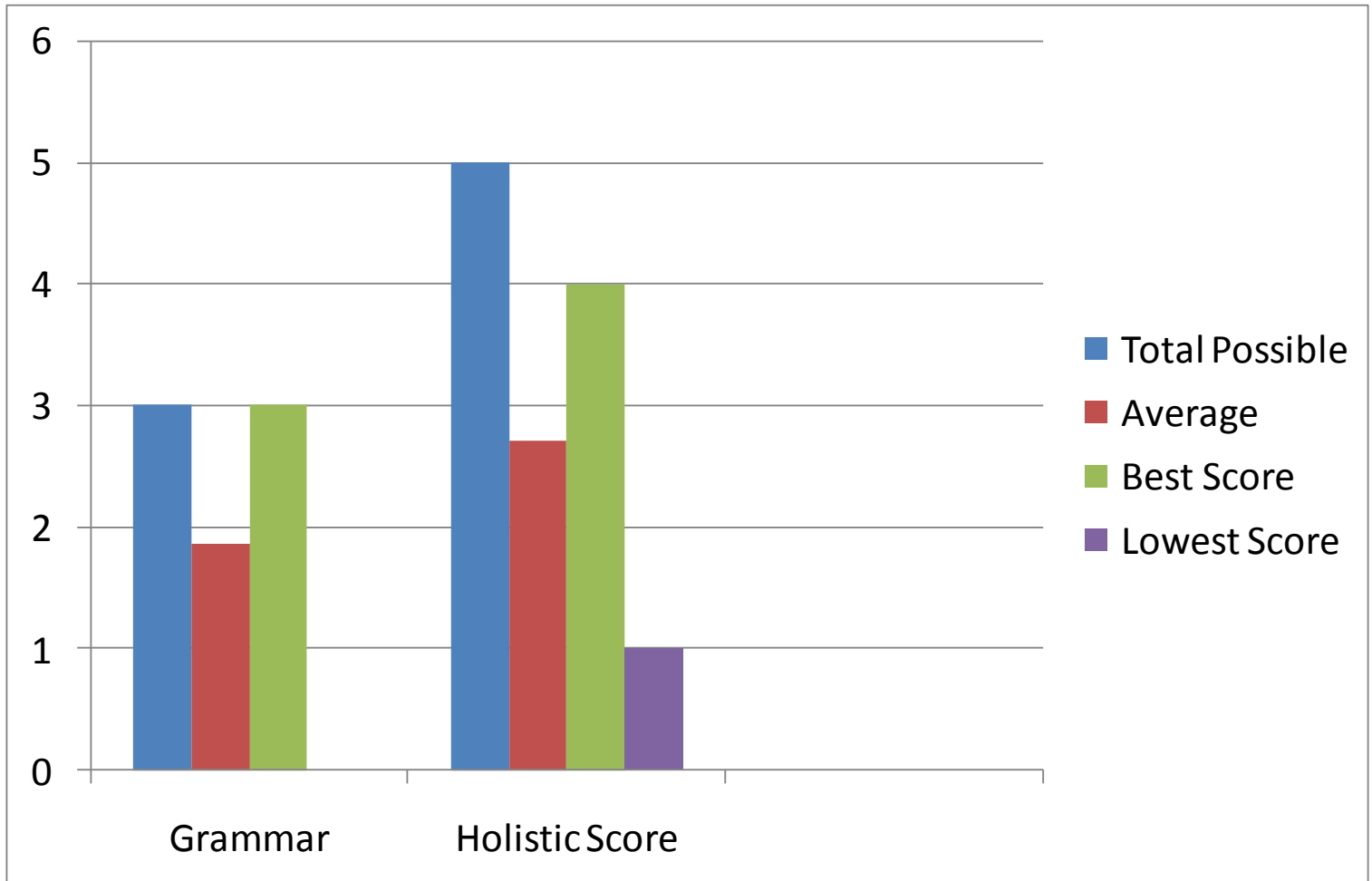


W 40 SLO Attainment Fall '09

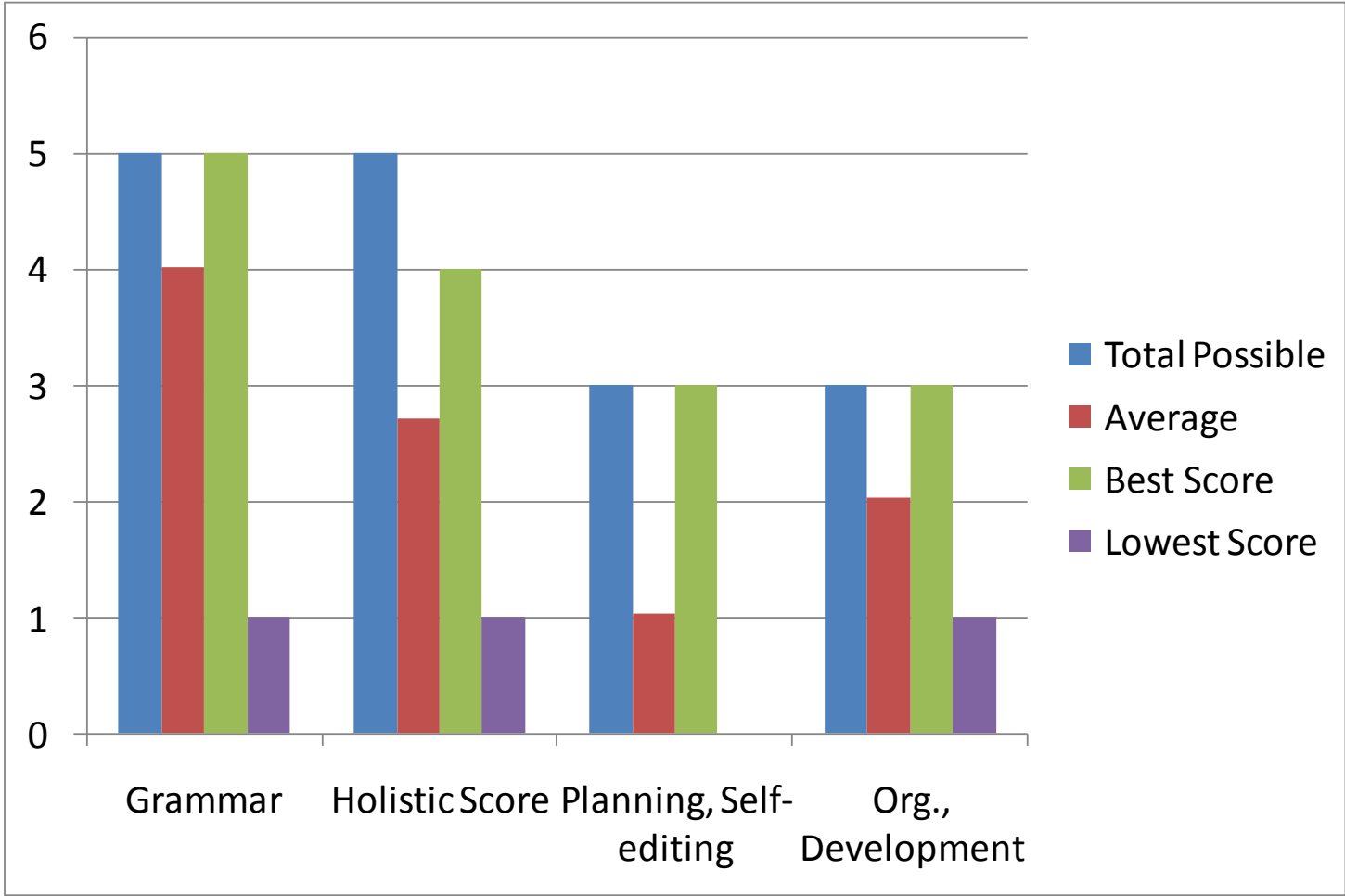
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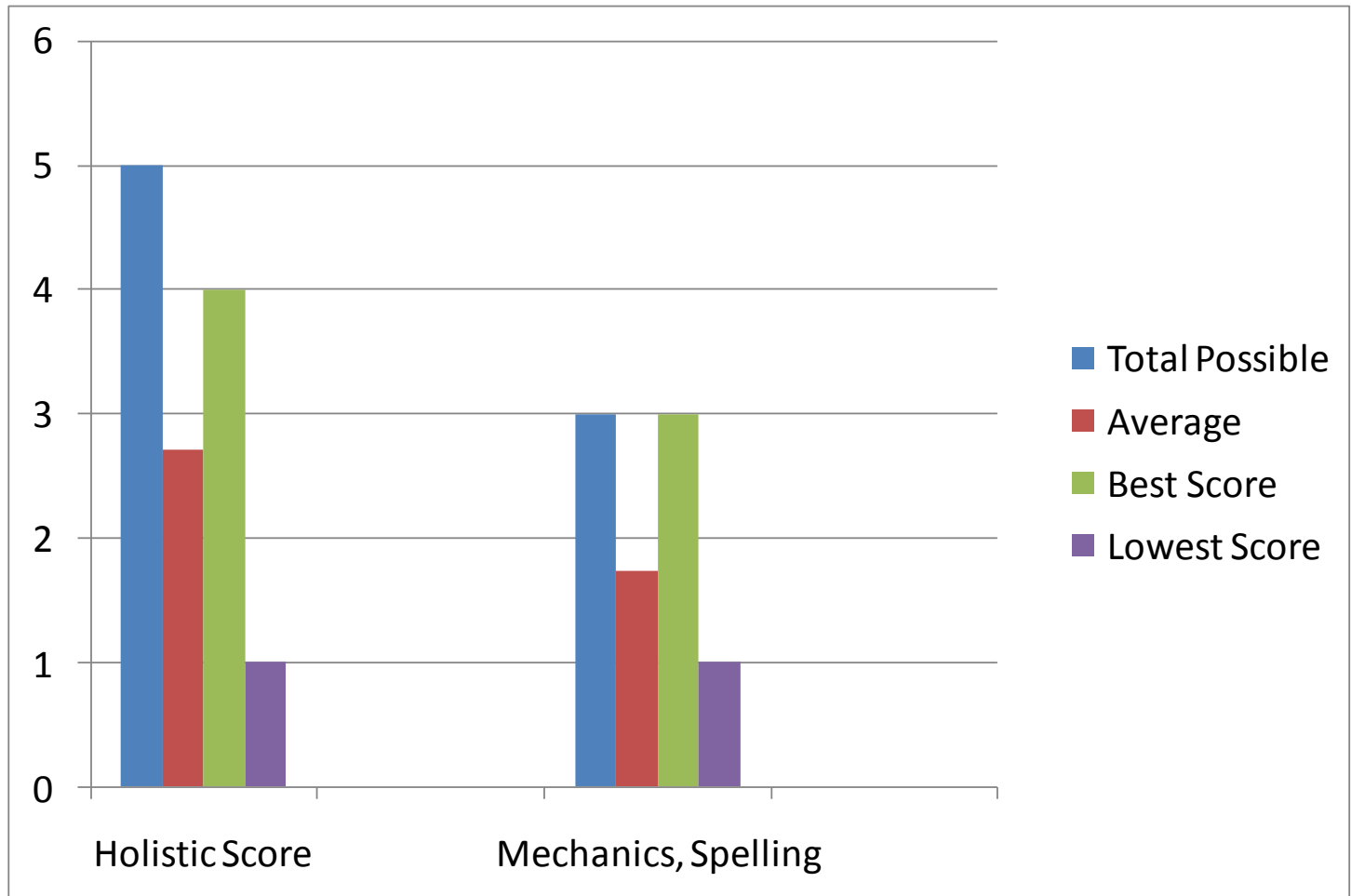
W 40 SLO#1 ANALYZE PARAGRAPHS TO IDENTIFY COMPONENT STRUCTURES



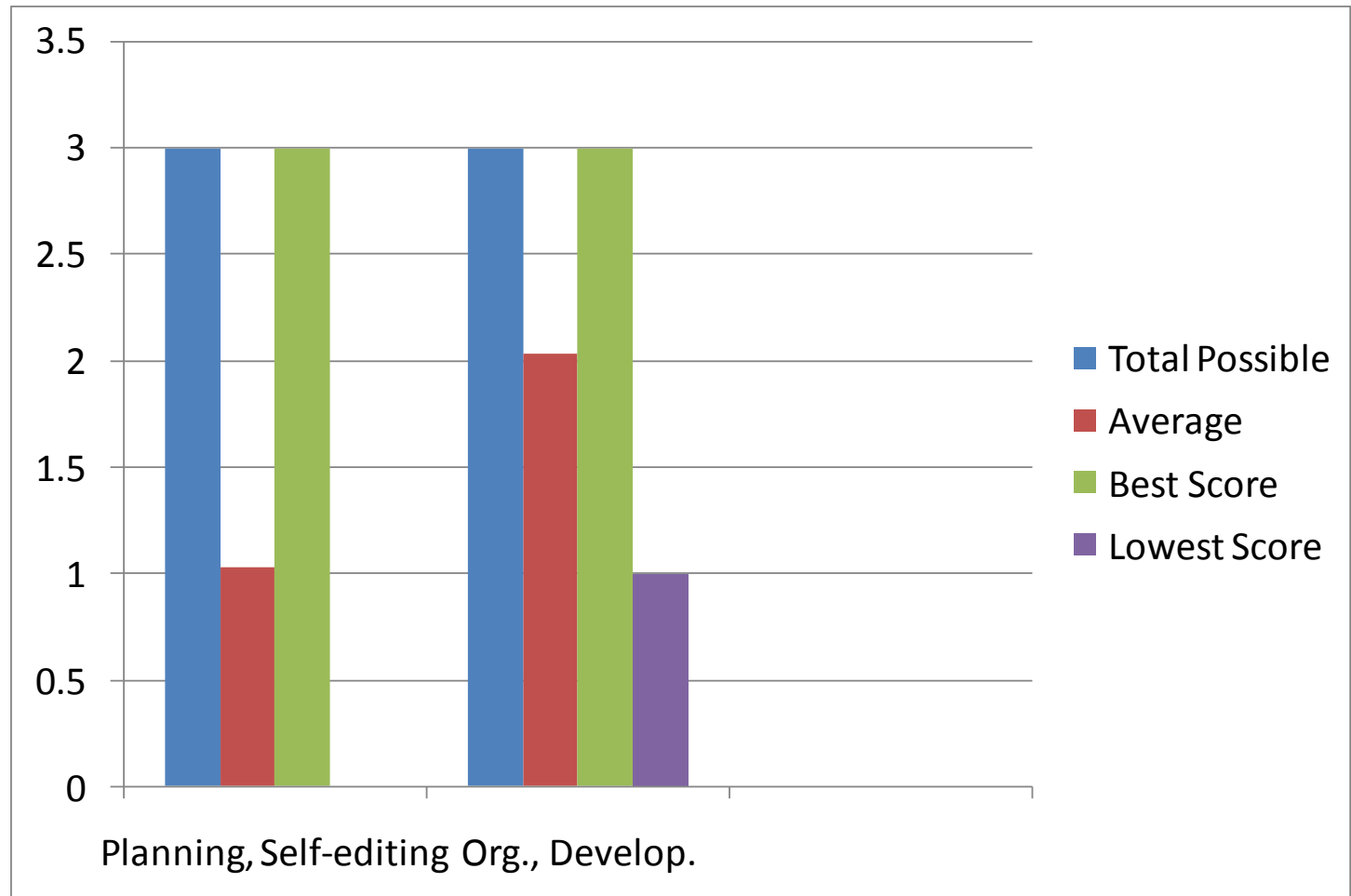
W 40 SLO#2 PLAN, WRITE, AND REVISE BASIC PARAGRAPHS



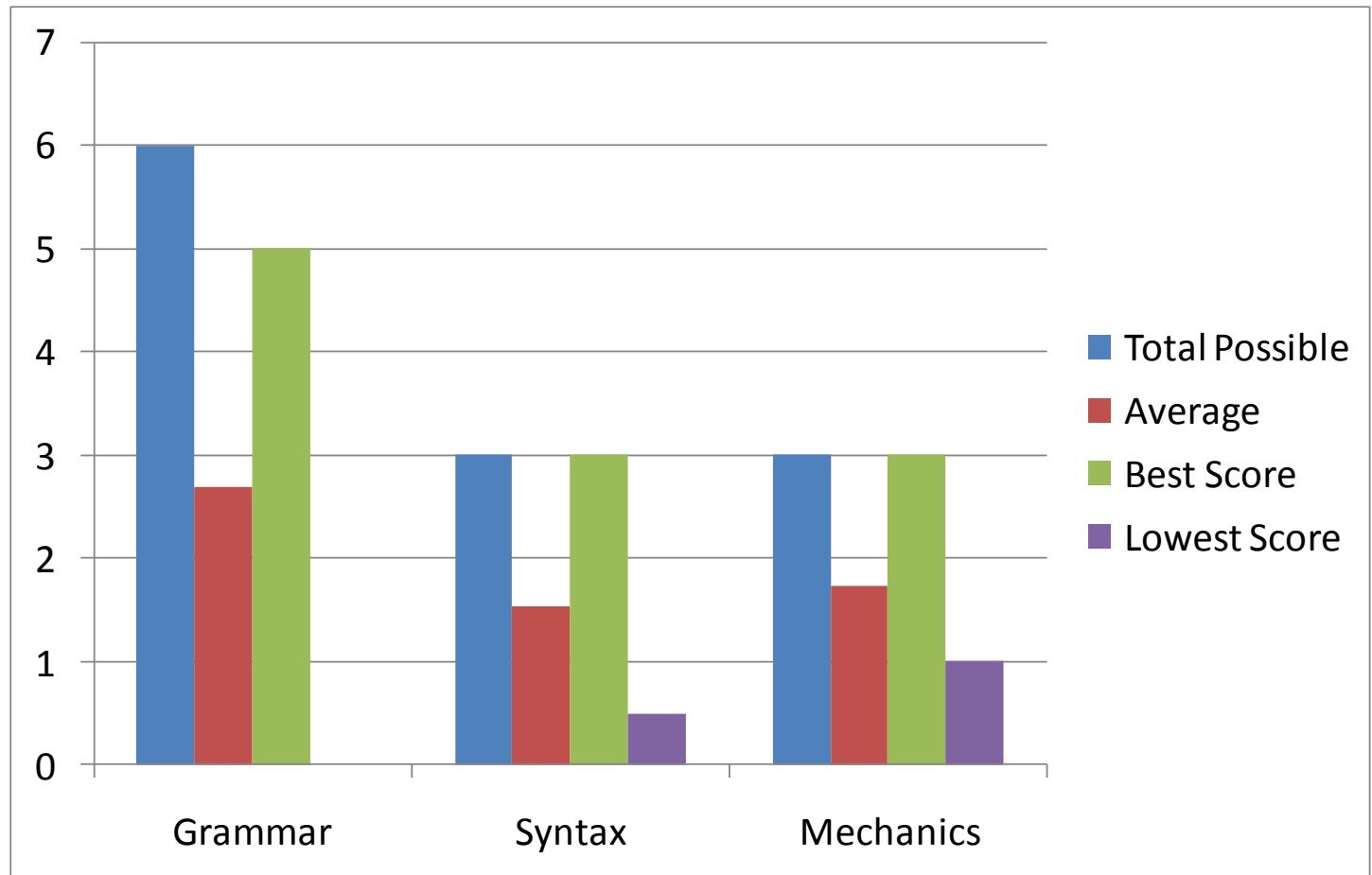
W 40 SLO#3 APPLY BASIC WRITING AND FORMATTING CONVENTIONS OF PARAGRAPHS



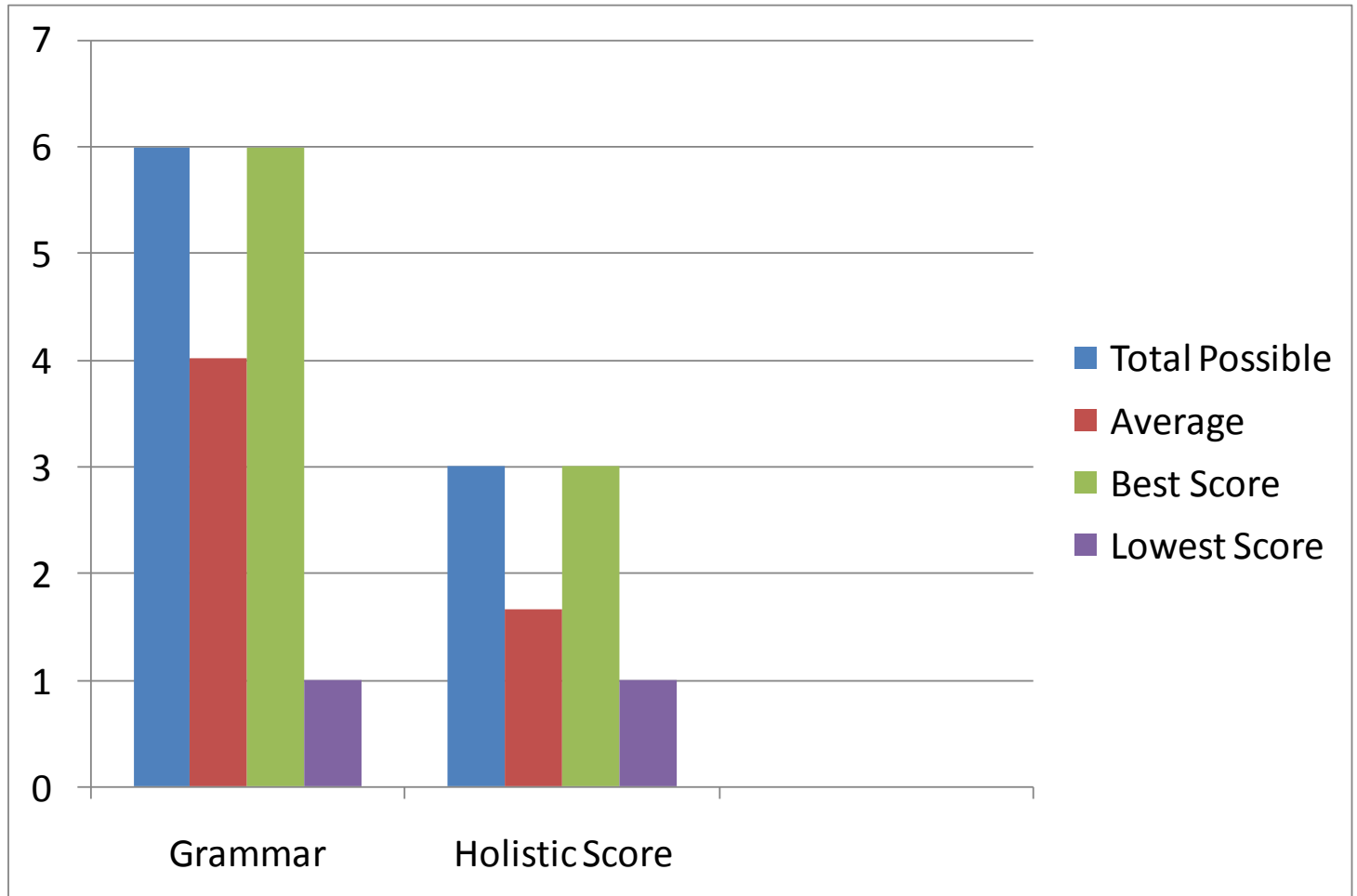
W 40 SLO#4 EXHIBIT AN EMERGING UNDERSTANDING OF THE REVISION AND EDITING PROCESSES AS TOOLS FOR WRITING IMPROVEMENT



W 40 SLO#5 WRITE SIMPLE, COMPOUND, AND COMPLEX SENTENCES WITH CORRECT PUNCTUATION

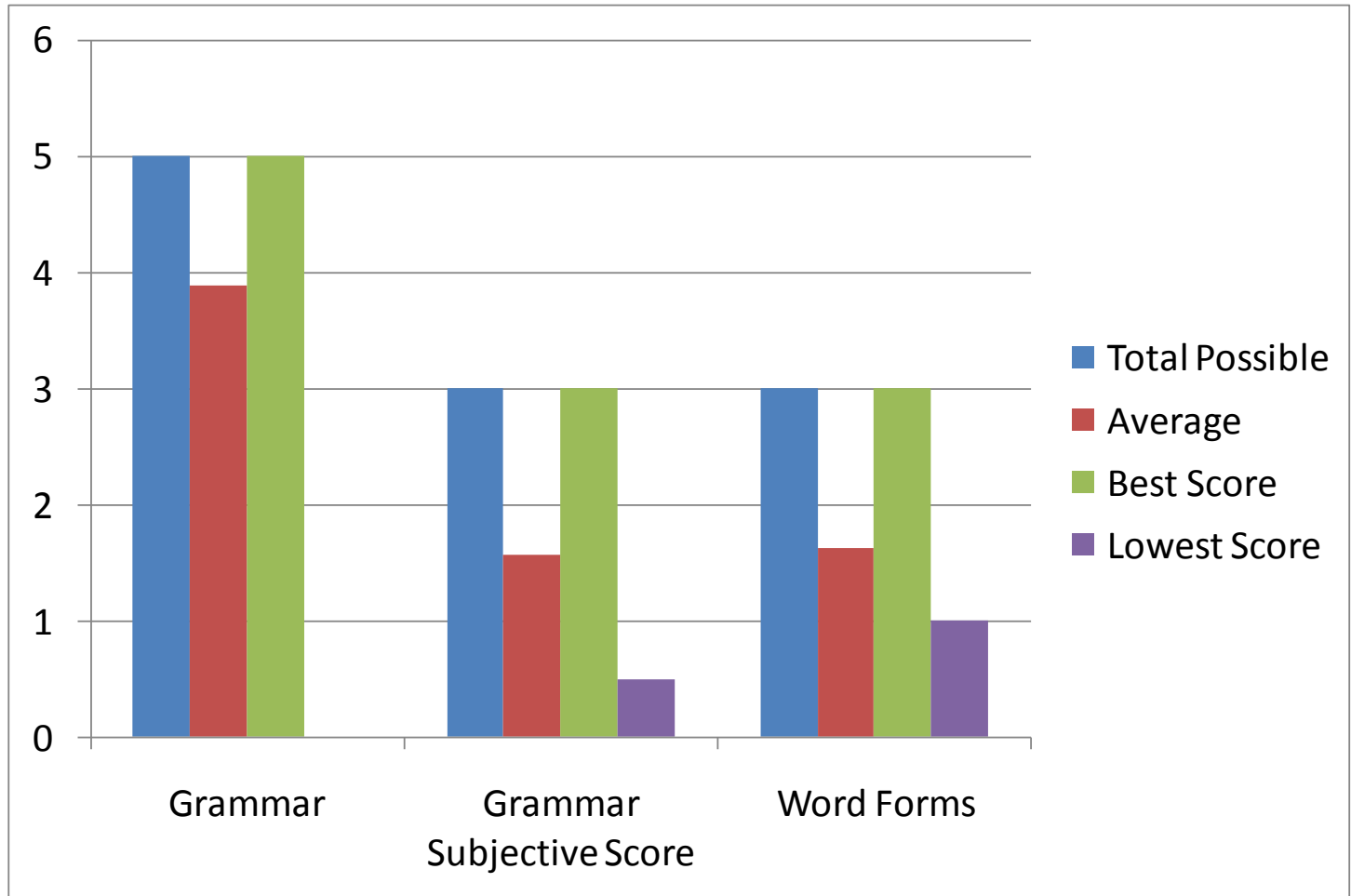


W 40 SLO#6 CONSTRUCT SENTENCES WITH APPROPRIATE VERB STRUCTURES



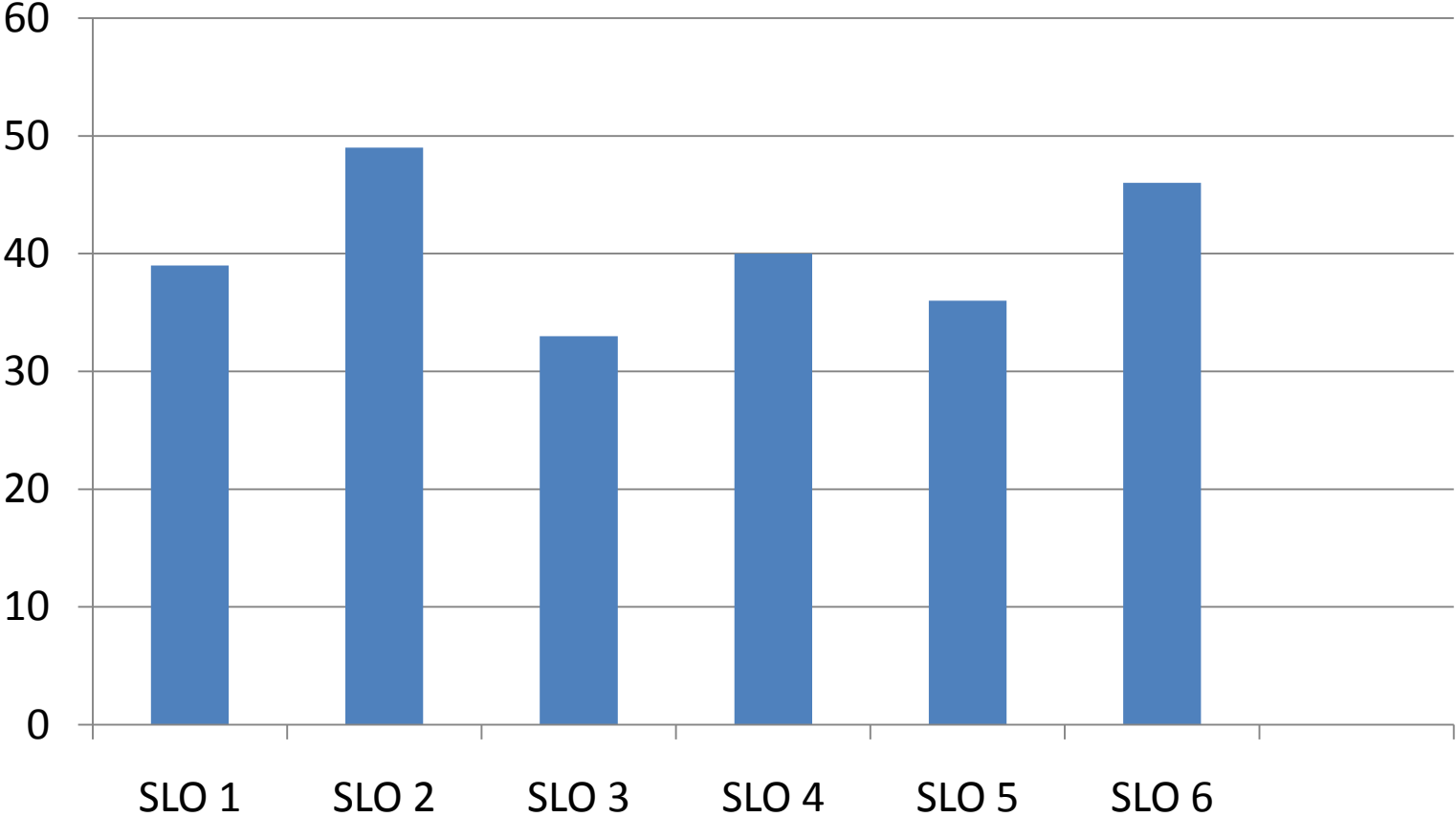
W 40 SLO#7

IDENTIFY AND USE OTHER GRAMMAR STRUCTURES AND WORD FORMS

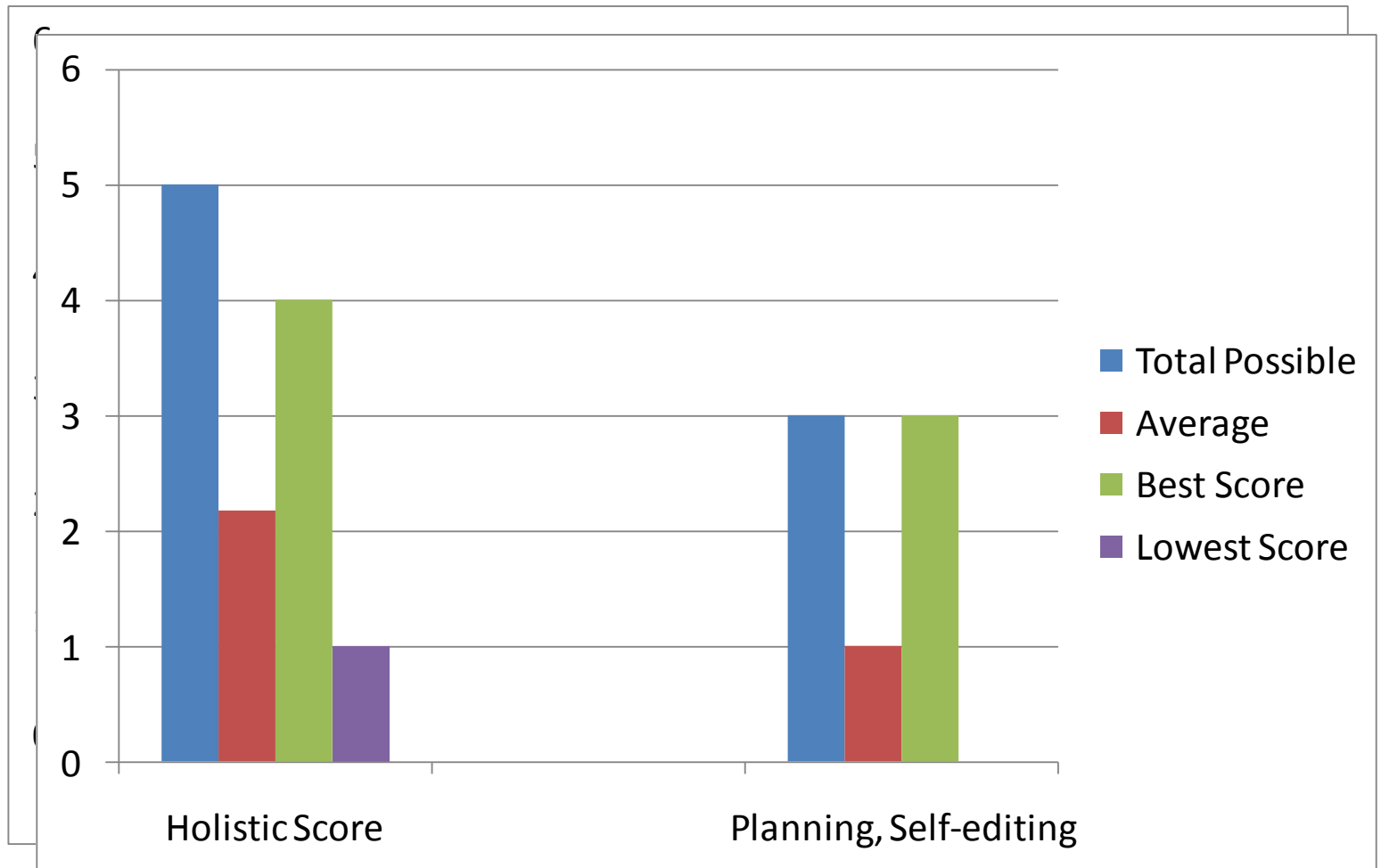


W 310 SLO Attainment Fall '09

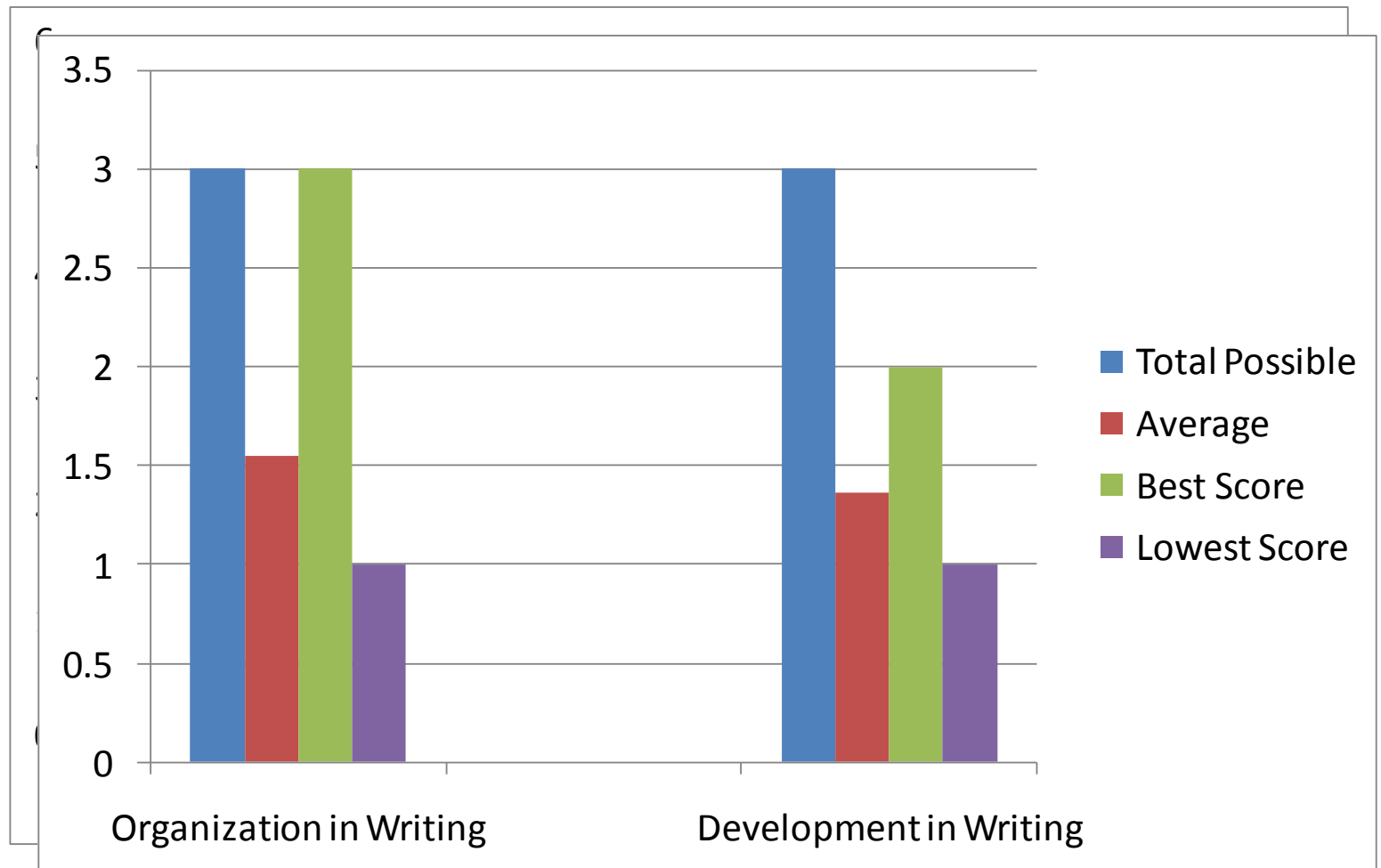
average percent success



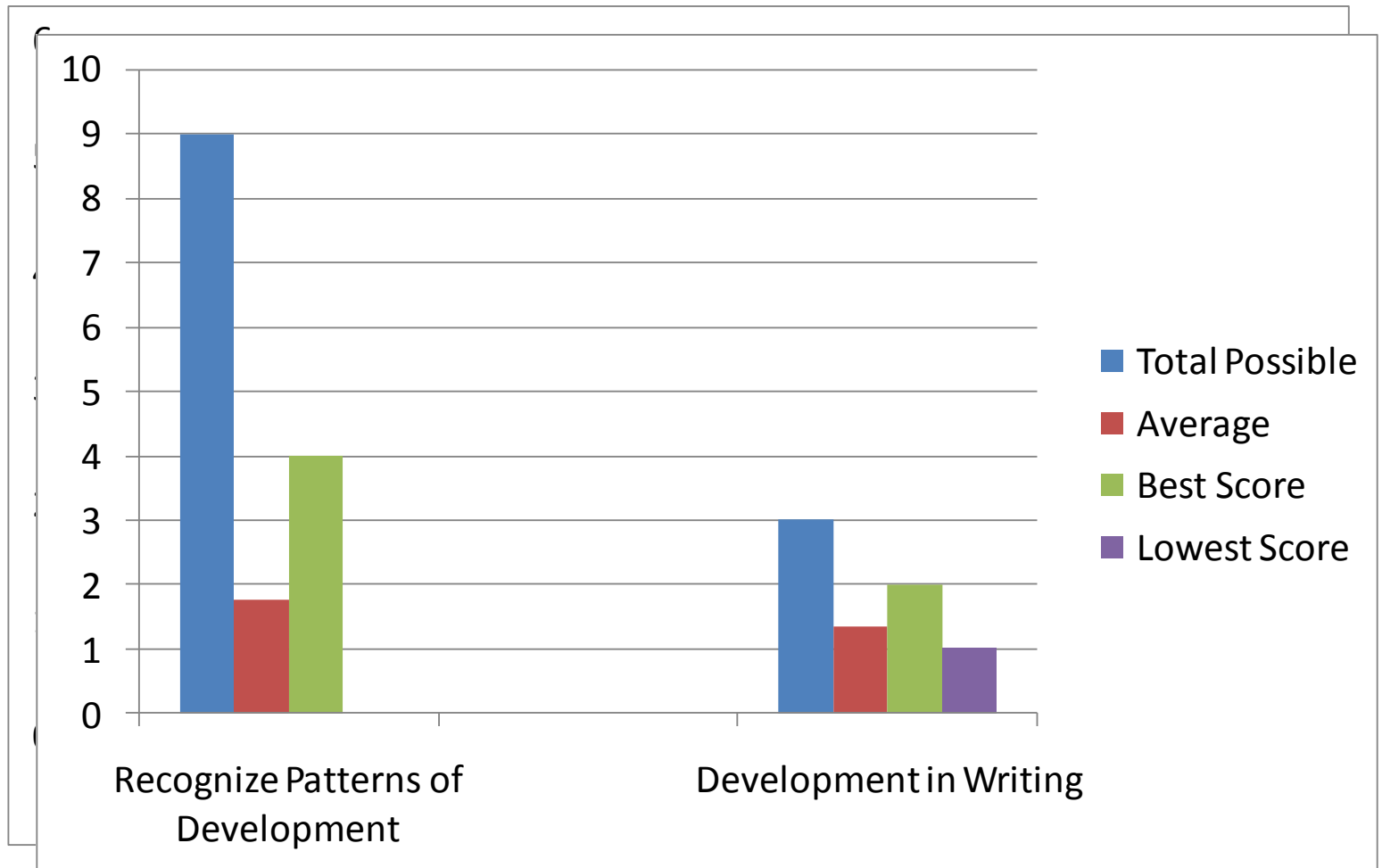
W 310 SLO#1 DEMONSTRATE EMERGING COMPETENCE IN THE WRITING PROCESS



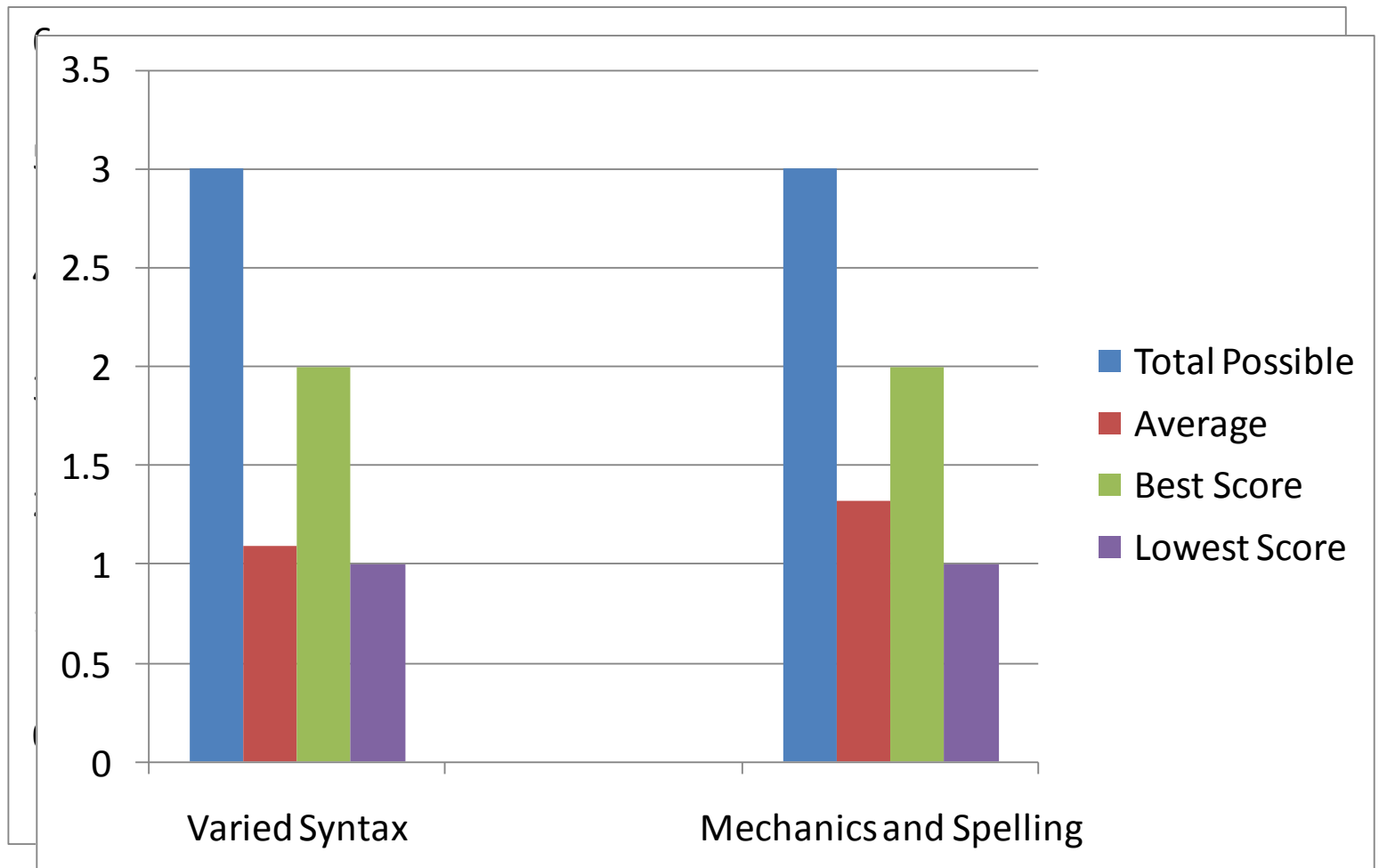
W 310 SLO#2 UNDER PRESSURE OF TIME, WRITE WELL-ORGANIZED AND DEVELOPED MULTI-PARAGRAPH ESSAYS IN RESPONSE TO READINGS AND/OR PROMPTS



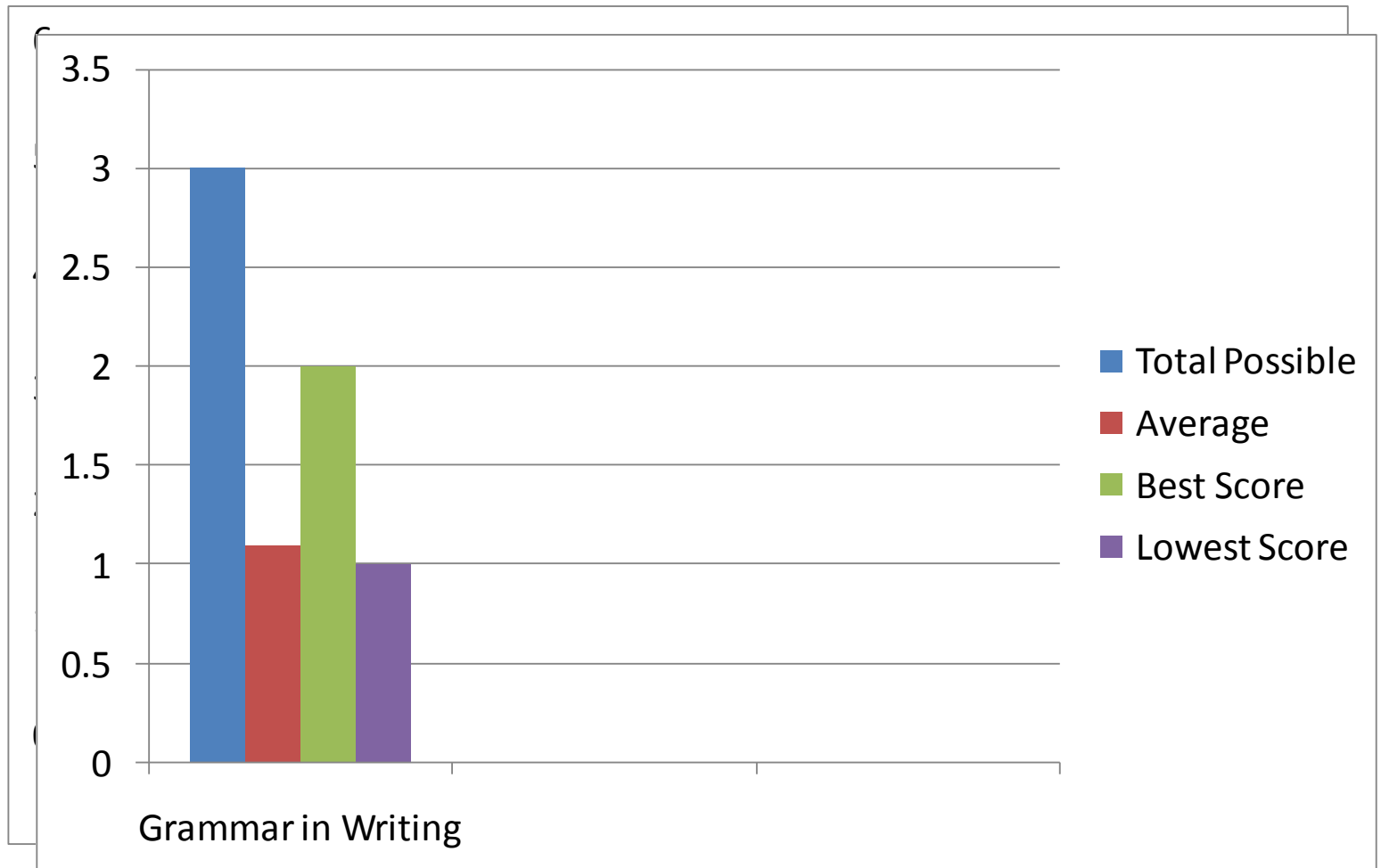
W 310 SLO#3 CONSTRUCT THESIS STATEMENTS THAT SUGGEST THE APPROPRIATE MODE OF DEVELOPMENT



W 310 SLO#4 CONSTRUCT DIFFERENT TYPES OF SENTENCES



W 310 SLO#5 DEMONSTRATE CONTROL OF GRAMMAR, INCLUDING TENSE/ASPECT AND WORD FORM



W 310 SLO#6 MAKE PROGRESS TOWARD BECOMING INDEPENDENT LEARNERS

