AB 705 and ESL: Preparing for Fall 2020 Implementation

Craig Hayward, Bakersfield College + The RP Group
Mallory Newell, De Anza College + The RP Group
Terrence Willett, Cabrillo College + The RP Group
Melissa Reeve, Solano College
Guillermo Colls, Cuyamaca College
Rebecca Beck, Irvine Valley College
9:00 - 9:30: Introductions and Ice Breaker
9:30 - 10:15: MMAP Research Team - ESL Research
10:15 - 11:15: Cuyamaca Presentation
11:15 - 12:00: Interactive Activity – Remediation Escape Room
12:00 - 12:30: Lunch and Table Top Activity
12:30 - 1:15: Irvine Valley College Presentation
1:15 – 1:45: Interactive Activity
1:45 – 2:00: Closing
Ice Breaker
Find 1-2 other people and discuss….

How has the implementation of AB705 English compliance measures at your campus impacted your credit ESL program?
What changes, if any, have you made or are you planning to make to your credit ESL program to align with the goals of AB705?
Describe the relationship between ESL faculty and English faculty at your college. To what extent are faculty working together to create a coherent experience for students moving from credit ESL to transfer-level English?

Mingle again……and discuss…
Mingle yet again......and discuss...

What possibilities are you most excited about in the current wave of legislated changes?
MMAP ESL Research: Typologies & Throughput

Craig Hayward, PhD
October 11, 2019
Strengthening Student Success Conference
Burlingame, CA
Overview

• Portrait of the first time English Language Arts (ELA) population
• AB 705 Implications for ESL Students
• English Language Learner (ELL) Types
  – International Students
  – ELL US HS graduates
  – Other Degree/Transfer-seeking ESL students
• Discussion
Relative Sizes of All First-time English Language Arts Pathways in 2017-18

Non-ELL Students: Mainstream English, 252,096

Students with Non-Degree/Transfer Goals:
Noncredit ESL Students, 42,331

ELL US HS Graduates: Mainstream English, 16,468

Other Degree/Transfer focused ESL Students, 9,158

Other Degree/Transfer focused ESL Students: Credit ESL Students

ELL US HS Graduates: Internationally Taught ESL, EL...

Other Degree/Transfer focused ESL Students

International Students

EL...
Students with Non-Degree/Transfer Goals: Noncredit ESL Students, 42,331

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Other Degree/Transfer focused ESL Students: Noncredit ESL Students, 3,033

Other Degree/Transfer focused ESL Students: Credit ESL students, 5,573

International Students: Mainstream English, 1,165

ELL US HS Graduates: Noncredit ESL students
TLC Throughput by Credit/Noncredit and Student Journey Type

Not a Bene: AB 705 only applies to ESL students who are degree/transfer-seeking.
Relative Sizes of First-time English Language Arts Pathways in 2017-18 for ELL/ESL Students

Students with Non-Degree/Transfer Goals: Noncredit ESL Students, 42,331

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International Students: Mainstream English, 1,165

ELL US HS Graduates: Noncredit...
About 87% of ELL US High School graduates enter mainstream English at the community college.

ELL US HS Graduates: Mainstream English, 16,468

Other Degree/Transfer focused ESL Students: Credit ESL students, 5,573
International Students: Mainstream English, 1,165
International Students: Noncredit ESL Students, 873

Other Degree/Transfer focused ESL Students: Noncredit ESL Students, 3,033
ELL US HS Graduates: Credit ESL students, 1,607
Degree/Transfer-seeking ESL Student Types that are Affected by AB 705

1. English Language Learner (ELL) U.S. High School Graduates
2. International Students (IS)
3. Non-IS, non-U.S. high school graduate ESL students who are degree/transfer seeking

37% of ESL students fall into one of these three student types
ELL/ESL Throughput Data File Description

- 92 cohorts of students tracked forward for three years or, sometimes, for one year (throughput cohorts)
  - 555,625 noncredit students
  - 328,403 credit students
- Focal sample time period 2004 through 2018
- Further disaggregated by student types and/or degree/transfer-seeking status
International Students
International Student TLE Throughput Rates

ESL path = 28,584
English path = 16,958
Majority of International Students on English Path Start at Transfer-level

Only about one in three international students start in mainstream English.

- ESL path = 28,584
- English path = 16,958
Throughput Higher on English Path Across All International Student Language Groups

ESL path = 28,584
English path = 16,958
Asian Language Group Represents Large Majority of International Students

- Asian, 58%
- MENA/ European, 12%
- Filipino, 1%
- East Indian, 1%
- African, 2%
- Hispanic, 3%
- Other, 1%
- Unknown, 23%

ESL path = 28,584
English path = 16,958
International Students from Asian Language Groups Most Likely to Begin on ESL Path

- Asian: 71%
- Unknown: 62%
- Hispanic: 55%
- Other: 52%
- MENA/European: 38%
- African: 31%
- Filipino: 30%
- East Indian: 22%

N = 45,542
Asian Language Group Represents Large Majority of International Students

- **Asian**: 58%
- **MENA/European**: 12%
- **Filipino**: 1%
- **East Indian**: 1%
- **African**: 2%
- **Hispanic**: 3%
- **Other**: 1%
- **Unknown**: 23%

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N = 45,542
Throughput Higher on English Path Across All International Student Language Groups

<table>
<thead>
<tr>
<th>Language Group</th>
<th>ESL Path</th>
<th>English Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>77%</td>
<td>54%</td>
</tr>
<tr>
<td>MENA/European</td>
<td>75%</td>
<td>38%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>75%</td>
<td>39%</td>
</tr>
<tr>
<td>African</td>
<td>74%</td>
<td>44%</td>
</tr>
<tr>
<td>East Indian</td>
<td>69%</td>
<td>40%</td>
</tr>
<tr>
<td>Filipino</td>
<td>68%</td>
<td>48%</td>
</tr>
<tr>
<td>Other</td>
<td>78%</td>
<td>40%</td>
</tr>
<tr>
<td>Unknown</td>
<td>75%</td>
<td>52%</td>
</tr>
<tr>
<td>Overall</td>
<td>76%</td>
<td>52%</td>
</tr>
</tbody>
</table>

ESL path = 28,584
English path = 16,958
• Students who start on the English path have higher throughput
  – However, I.S. do not have a high school GPA or similar variable that allows for independent assessment of capacity
• Majority of I.S. start in mainstream English (57%)
• Asian I.S. are most likely to start in ESL
U.S. High School Graduates
U.S. High School Graduates’ Transfer-level English Throughput by Years in U.S. High School, ELL Designation, and Community College English Language Arts Pathway (excludes US Citizens)

- ELL in HS, ESL in CC
- Not ELL designated in HS, ESL in CC
- ELL in HS, English in College
- 1 yr. post-AB 705 TLC throughput (projected)

<table>
<thead>
<tr>
<th>Category</th>
<th>ELL in HS, ESL in CC</th>
<th>Not ELL designated in HS, ESL in CC</th>
<th>ELL in HS, English in College</th>
<th>1 yr. post-AB 705 TLC throughput (projected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just Sr.</td>
<td>30%</td>
<td>30%</td>
<td>45%</td>
<td>81%</td>
</tr>
<tr>
<td>Jr.+Sr.</td>
<td>30%</td>
<td>33%</td>
<td>48%</td>
<td>83%</td>
</tr>
<tr>
<td>So.+Jr.+Sr.</td>
<td>25%</td>
<td>29%</td>
<td>49%</td>
<td>81%</td>
</tr>
<tr>
<td>Four years</td>
<td>26%</td>
<td>35%</td>
<td>48%</td>
<td>82%</td>
</tr>
</tbody>
</table>
English Language Learners: ESL vs. English Pathways

1-yr. Throughput of ELL US HS Graduates: 1-level below ESL vs. Transfer-level English

- ESL path (n = 2,296)
- Only at colleges allowing direct transition into TLE (n = 1,725)
- Second class actually was TLE (n = 708)
- English path - Starting at TLE (n = 33,491) (GPA weighted estimate)
- English path - Starting at TLE (GPA weighted estimate)

- ESL path from 1 level below - One-yr. throughput rate
- Transfer-level English path - One-yr. throughput rate
Specific Case Analysis: Students Who Took ELD in 12th Grade

Enrolled in ESL (n = 223) 16%
Enrolled in transfer-level English (n = 903) 85%
Transfer-Level English or ESL Equivalent (TLE) Throughput Rates of U.S. High School Graduates Disaggregated by Comfort Speaking English and by ELA Pathway

- Comfortable with English=Yes
  - English path: 41%
  - ESL path: 30%

- Comfortable with English=No
  - English path: 37%
  - ESL path: 14%
Discussion

• Given how common it is for ELL US HS grads to enter mainstream English, what types of ESL support will improve the success of English Language Learners?

• What does the evidence suggest regarding which English Language Arts pathway will maximize the probability of completion of transfer-level English composition?

• Is the ESL label particularly problematic for generation 1.5 students, as suggested by Ortmeier-Hooper (2008)?
Other Degree/Transfer-seeking ESL Students

Non-International, Non-US HS Graduates
College’s Average ESL Starting Level and Throughput Rate are Highly Correlated

R² = 0.504

N = 47 colleges with 30+ students of this type
Credit ESL students with no diploma
College throughput rates for degree-seeking ESL students with no diploma

N = 47 colleges with 30+ students of this type – no U.S. HS diploma

Adj. R² = 0.68

Independent Variable = Starting ESL level
Inter-college variation in average starting ESL level and TLE throughput for degree/transfer-seeking students with no diploma

N = 47 colleges with 30+ students of this type – no U.S. HS diploma
Discussion
Welcome to

CUYAMACA
· COLLEGE ·

Where your journey to the future begins
SEMESTER ONE

The Placement

Rules:

1) Put down that pen. There will be no testing. There will be no writing.
2) There will be no fear. It is not allowed.
Three Multiple Measures. The highest assessment of any of the three is your level recommendation

- Self-reported High School Transcript GPA measured according to the suggested decision tree from the research of the Multiple Measures Assessment Project (MMAP)
- Placement survey based on work at Irvine Valley College and research carried out by Cuyamaca College
- A Guided Self Placement Tool
The Program

Cuyamaca College ESL Traditional Pathway vs. Boost pathway
Traditional Pathway (Grade C or Higher To Progress)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>070</td>
<td>ESL 080</td>
</tr>
<tr>
<td>096</td>
<td>ESL 100</td>
</tr>
<tr>
<td>103</td>
<td>ESL 106</td>
</tr>
<tr>
<td>119</td>
<td>ENGL 120</td>
</tr>
</tbody>
</table>

Boost Pathway

Semesters

ESL 50
Entry level. Will combine old ESL 70 and 80
All Boost Pathway Classes are 6 units. Grammar courses (AG and BG) are 3 units.

ESL 1A & ESL 1B

ESL 2A

ESL 2B

(Grade A or B option to jump to transfer-level English)

Congratulations. You have been placed in ESL 50
Based on pilot lessons in the old beginning levels, we project 75%-85% of students to pass level 1—ESL 50

Boost Pathway

Semesters

ESL 50
Entry level.
Will combine old ESL 70 and 80

ESL 1A &

ESL 1B

ESL 2A

ESL 2B

ENGL 120
Transfer Level

Congratulations. You have passed ESL 50 and are now in ESL 1A
Based on the first three semesters of ESL1A courses offered, an average of 82% achieved the required level to skip ESL 1B and go to ESL 2A

Congratulations. You have excelled in ESL 1A and are now in ESL 2A
Based on the first three semesters of ESL 2A courses offered, an average of 78% achieved the required level to skip ESL 2B and go to directly to transfer level English.

Boost Pathway
Seminesters
ESL 50
Entry level.
Will combine old ESL 70 and 80
All Boost Pathway Classes are 6 units. Grammar courses (AG and BG) are 3 units.

Congratulations. You have finished the ESL sequence and now are in ENG 120
That was pretty quick. But there were some bumps along the way.
How about a little Data?

Attempted ESL-2A in Spring 2017 (n=110)
Semesters it took to pass Transfer-level English

- 67% attempted ESL-2A
  - 8% took 5 semesters
  - 7% took 4 semesters
  - 16% took 3 semesters
  - 39% took 2 semesters

Attempted ESL-106 in Fall 2015 (n=63)
Semesters it took to pass Transfer-level English

- 54% attempted ESL-106
  - 10% took 5 semesters
  - 16% took 4 semesters
  - 25% took 3 semesters
  - 3% took 2 semesters
And some more data!

Attempted ESL-1A in Spring 2017 (n=75)
Semesters it took to pass Transfer-level English:

- 8% took 5 semesters
- 13% took 4 semesters
- 16% took 3 semesters

Attempted ESL 100 in Fall 2015 (n=139)
Semesters it took to pass Transfer-level English:

- 17% took 5 semesters
- 12% took 4 semesters
- 4% took 3 semesters
- 0% took 0 semesters
81% of the 212 students who attempted ESL-50 in Fall 2018 successfully completed that course (ESL-50).

Successfully Completed ESL-50 in Fall 2018
Don’t let the past catch up to you!

Okay. Maybe it is time to try the other route!
Lunch and Activity

Discuss the paragraphs you wrote in response to the “escape room” activity. How did the experience make you feel?

Share with your table mates the most important change your own college has made to remove one or more of the “remediation lock-boxes.”

- What have been the results, so far?
- What changes are still needed?
ESL Rubric: Self-rated proficiency

Rebecca Beck, ESL Professor
Irvine Valley College
rbeck@ivc.edu
#SSSC19
Today’s Agenda

• Background
• IVC ESL Survey Overview
• Self-rated proficiency question
• Revised self-rated proficiency
<table>
<thead>
<tr>
<th>Students</th>
<th>Definitions</th>
</tr>
</thead>
</table>
| High School Graduates | • Many immigrate during high school  
• May or may not have been born in the U.S.  
• May or may not have studied English before U.S. arrival  
• Often orally proficient – “ear learners”  
• May have various HS years of experience |
| International Students | • Born and raised outside the U.S.  
• Studied English in EFL settings  
• Come to U.S. on a foreign student visa for studying purposes  
• Some return to their country once they have completed their studies  
• Often grammar learners/low oral skills |
| Adult Learners      | • Includes recent and long-time residents or non-residents  
• Some have advanced degrees, whereas others are illiterate in their native language  
• Usually have plans to stay in the U.S.  
• Various educational goals |
• 2200 unduplicated student population
• 450 in credit program and 1750 in AESL (noncredit program)
• In our credit ESL program we have a mix of long term residents, international students and HS grads
• 8 levels of ESL/AESL courses; this includes ESL cor req for WR 1 down to low-beginning noncredit
• Credit and noncredit housed in the same department
• Credit and noncredit use the same assessment
Current ESL placement

Test + Essay = Placement

Only ~5% of IVC ESL students placement
ESL Survey Development

Survey Incorporates:
- Published Literature
- Items currently in use at other colleges
- ESL faculty input
- “Kitchen sink approach”

IVC Survey Administration Spring 2017-Spring 2018
- All ESL sections via paper/pencil forms
- Completion time: 5–25 minutes (more time in lower ESL sections)
- Translation sheets available in several languages for lower ESL levels

Fall 2018 transitioned to an online survey at matriculation
ESL Survey

Types of questions asked:
- Years of ESL instruction
- Dreaming in English
- Mobile phone language settings
- Use of media in English (watching TV, reading, Internet)
- Work in an English environment
- Self-rated proficiency
- Number of languages spoken
- Use of translation sheet
- Pseudo GPA question
- Non-cognitive questions

8. **Before coming to the U.S., how did your teachers usually rate your school work?**

<table>
<thead>
<tr>
<th></th>
<th>Not sufficient</th>
<th>Sufficient</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

9. **How often do you do the following:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never 0%</th>
<th>Not very often 25%</th>
<th>Sometimes 50%</th>
<th>Often 75%</th>
<th>All the time 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can motivate myself to do schoolwork</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I tend to do just enough work to get by</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I am very well organized</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I am diligent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I know how to schedule my time to accomplish my tasks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
## IVC ESL Survey
### Self-Rated (SR) Proficiency Item

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient</strong></td>
<td>Ability to speak and write English <em>with ease and fluency</em> similar to your native or mother tongue</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Ability to speak and write in English about a range of topics with a <em>wide range of vocabulary</em> in social and academic settings</td>
</tr>
<tr>
<td><strong>Low Advanced</strong></td>
<td>Ability to speak and write in English about a range of topics with <em>limited vocabulary</em> in social and academic settings</td>
</tr>
<tr>
<td><strong>High Intermediate</strong></td>
<td>Ability to speak and write English about a <em>limited range of topics</em> with limited vocabulary in social and travel settings</td>
</tr>
<tr>
<td><strong>Low Intermediate</strong></td>
<td>Ability to speak and write <em>basic English</em> to communicate in practical everyday situations</td>
</tr>
<tr>
<td><strong>High Beginner</strong></td>
<td>Ability to speak and understand English to <em>meet basic needs</em></td>
</tr>
<tr>
<td><strong>Low Beginner</strong></td>
<td>Ability to speak and understand <em>basic greetings and simple words in English</em></td>
</tr>
</tbody>
</table>
## Proposed Rule Set 1

### 4-items

<table>
<thead>
<tr>
<th>Level</th>
<th>Self-Rated Proficiency</th>
<th>Read Books in English</th>
<th>Age Learned English</th>
<th>Translation Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-6</td>
<td>-5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>1 Level below</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2 Levels below</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3 Levels below</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4 Levels below</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4 Levels below</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5 Levels below</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6 Levels below</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
<td></td>
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<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Correlation of MM Survey and Existing Placements

<table>
<thead>
<tr>
<th>College</th>
<th>Rule Set 1 (4 Q’s)</th>
<th>Rule Set 2 (1 Q)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVC (at orientation)</td>
<td>0.59</td>
<td>0.56</td>
</tr>
<tr>
<td>4 other colleges</td>
<td>0.42</td>
<td>0.39</td>
</tr>
</tbody>
</table>

Note: correlation of 1 means perfect relationship, and 0 means no relationship.
Summary of Research

• *Not enough* data to derive rule sets that predict success at different levels

• Can replicate *existing placements*
  1. Rule set 1: based on 4 questions
  2. Rule set 2: self-rated proficiency (1) question
Summary of Research

• Conclusions and actions of IVC based on research
  1. Students can self-rate their language proficiency
  2. Of two rule sets, opt for the simpler rule set: 1 question
  3. Modify self-rated proficiency: incorporate skills required
Self-Rated Proficiency

Actual Placement vs. Self-Rated Proficiency - IVC

Placement: Lower  Same  Higher
New ESL Placement Process at IVC
All incoming students are routed through a Self-Guided Placement Process for Math and English.

Based on how students answer, they are given an immediate English course recommendation or directed to take the ESL assessment.

If directed to take the ESL assessment, they must take the ESL assessment before enrolling in courses.
When students are directed to ESL here, they are shown the landing page below, which includes text and video.

The next step is to take the ESL Assessment.

Enrolling in an Academic English ESL class before taking Writing 1 will help you succeed in Writing 1. In fact, students who finish their IVC ESL classes pass Writing 1 at a 93% rate with a B+ grade average (3.20).

Watch student DJ talk about the benefit of Academic English (ESL):

You will need to take this ESL assessment before enrolling in classes.

Click here to sign up for an ESL assessment date.

Note: This ESL assessment can also place you directly in WR 1 if you don’t need additional language support.
### MM #1: Expanded Self-Rating

<table>
<thead>
<tr>
<th>Rating</th>
<th>Level</th>
<th>Placement</th>
<th>Writing</th>
<th>Reading</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient</strong></td>
<td>0</td>
<td>WR 1 + ESL 302</td>
<td>Write 5 to 7 page essays in academic English with little or no help.</td>
<td>Read college level texts in English, including a 300-page novel or nonfiction with little or no dictionary help</td>
<td>Fully understand a college lecture in English on no academic topics such as Biology, History, and Sociology.</td>
<td>Communicate fully in college, at work, or in the community with native speakers of English with little or no confusion. My oral English is or is almost as good as my native language.</td>
</tr>
<tr>
<td><strong>High Advanced</strong></td>
<td>-1</td>
<td>90</td>
<td>Write 3 to 5 page essays in academic English with some help.</td>
<td>Read college level-texts in English, including a 250-page novel or nonfiction with some dictionary help</td>
<td>Understand a college lecture in English on academic topics such as Biology, History, and Sociology.</td>
<td>Communicate in college, at work, or in the community with native speakers of English. There are a few times when I can’t say what I want to say in English.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>-2</td>
<td>80</td>
<td>Write 2 to 3 page essays in academic English with some help.</td>
<td>Read short college-level texts in English, including a 200-page novel or nonfiction with some dictionary help</td>
<td>Understand most of a college lecture in English on academic topics such as Biology, History, and Sociology.</td>
<td>Communicate in college, at work, or in the community in English. There are some times when I can’t say what I want to say in English.</td>
</tr>
<tr>
<td><strong>Low Advanced</strong></td>
<td>-3</td>
<td>370, 505</td>
<td>Write a paragraph or a few paragraphs in academic English with some help.</td>
<td>Read short texts and multi-paragraph articles in English with dictionary help</td>
<td>Understand some parts of a college lecture in English on academic topics such as Biology, History, and Sociology, but I often have trouble following the professor.</td>
<td>Communicate in college, at work or in the community in English. There are many times when I can’t say what I want to say in English, especially in academic topics.</td>
</tr>
<tr>
<td><strong>High Intermediate</strong></td>
<td>-4</td>
<td>360, 504</td>
<td>Write a paragraph in English with help</td>
<td>Read a paragraph in English about a familiar topic and understand most of the words</td>
<td>Understand most general conversations in English in social situations, but sometimes I can’t understand everything.</td>
<td>Communicate in English in most social situations. There are often times I can’t say what I want to say in English.</td>
</tr>
<tr>
<td><strong>Low Intermediate</strong></td>
<td>-5</td>
<td>503</td>
<td>Write a group of sentences in English with help</td>
<td>Read a group of sentences in English, but sometimes I do not know all of the words</td>
<td>Understand a slow-paced conversation in English on a familiar topic or in practical everyday situations, such as shopping or the weather.</td>
<td>Communicate in English about familiar topics or practical everyday situations, such as shopping or the weather. There are often times I can’t say in English what I want to say.</td>
</tr>
<tr>
<td><strong>High Beginner</strong></td>
<td>-6</td>
<td>502</td>
<td>Write simple sentences, but I need some help. I don’t know a lot of English words</td>
<td>Read a few simple sentences in English and mostly understand them</td>
<td>Understand some words in a slow-paced conversation in English to meet basic needs</td>
<td>Have a brief conversation in English about what I need to do or what I want.</td>
</tr>
<tr>
<td><strong>Low Beginner</strong></td>
<td>-7</td>
<td>501</td>
<td>I can write some words and a couple of sentences. I know my English ABCs, numbers, and some words, but I need lots of help.</td>
<td>Read and understand some familiar words in simple sentences</td>
<td>Understand some simple questions, directions or greetings</td>
<td>Use familiar or simple words in English to say I need something or want something.</td>
</tr>
</tbody>
</table>
Review the levels below and choose the best level that describes your English skills. Use the sentence I believe I can...

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| Proficient    | • Write 5 to 7 page essays in academic English with little or no help.  
• Read college level texts in English, including a 300-page novel or nonfiction with little or no dictionary help.  
• Fully understand a college lecture in English on academic topics such as Biology, History, and Sociology.  
• Communicate fully in college, at work, or in the community with native speakers of English with little or no confusion. My oral English is or is almost as good as my native language. |
| High Advanced | • Write 3 to 5 page essays in academic English with some help.  
• Read college-level texts in English, including a 250-page novel or nonfiction with some dictionary help.  
• Comprehend a college lecture in English on academic topics such as Biology, History, and Sociology.  
• Communicate in college, at work, or in the community with native speakers of English. There are a few times when I can’t say what I want to say in English. |
| Advanced      | • Write 2 to 3 page essays in academic English with some help.  
• Read short college-level texts in English, including a 200-page novel or nonfiction with dictionary help.  
• Understand most of a college lecture in English on academic topics such as Biology, History, and Sociology.  
• Communicate in college, at work, or in the community in English. There are some times when I can’t say what I want to say in English. |
| Low Advanced  | • Write a paragraph or a few paragraphs in academic English with some help.  
• Read short texts and multi-paragraph articles in English with dictionary help.  
• Understand some parts of a college lecture in English on academic topics such as Biology, History, and Sociology, but I often have trouble following the professor.  
• Communicate in college, at work or in the community in English. There are many times when I can’t say what I want to say in English, especially about academic topics. |
| High Intermediate | • Write a paragraph in English with help.  
• Read a paragraph in English about a familiar topic and understand most of the words.  
• Understand most general conversations in English in social situations, but sometimes I can’t understand everything.  
• Communicate in English in most social situations. There are often times I can’t say what I want to say in English. |
| Low Intermediate | • Write a group of sentences in English with help.  
• Read a group of sentences in English, but sometimes I do not know all of the words.  
• Understand a slow-paced conversation in English on a familiar topic or in practical everyday situations, such as shopping or the weather.  
• Communicate in English about familiar topics or practical everyday situations, such as shopping or the weather. There are often times I can’t say in English what I want to say. |
| High Beginner | • Write simple sentences, but I need some help. I don’t know a lot of English words.  
• Read a few simple sentences in English and mostly understand them.  
• Understand some words in a slow-paced conversation in English to meet basic needs.  
• Have a brief conversation in English about what I need to do or what I want. |
| Low Beginner  | • Write some words and a couple of sentences. I know my English ABCs, numbers, and some words, but I need a lot of help.  
• Read and understand some familiar words in simple sentences.  
• Understand some simple questions, directions or greetings.  
• Use familiar or simple words in English to say I need something or want something. |
**MM #2: Writing Sample**

**Directions**
- Please write for **50 minutes** on the following topic.
- Organize your thoughts carefully.
- Write clearly and legibly.
- You may not use your dictionary.

**WRITING TOPIC:**

Life is always changing – sometimes for the good, and sometimes not. Some changes are positive, and bring about a new life style and new opportunities. Some changes, on the other hand, are negative, taking us away from places, people, activities, and/or a way of life that we love.

How has your life changed over the past years? That is, how is your life different today from the way it was then, and how do you feel about these changes?

My life has changed in many ways. When I was a little girl, I used to play, sing, and imagine my life without rules, and I thought about how far away from my house.

My life changed when I decided to come to the USA. Since I have few weeks in this country, and I'm sure to think that when I was younger, I never imagined how could I be here. This situation made my life different.

On the other hand, I have the big opportunity to live with my father and have a good relationship with him. I wasn't with my dad before, so I think that it's a big change.

I feel happy with my life now. I'm living in this beautiful country and I like it so much. I've changed all my habits and my feelings, and I think it is good. Some changes were not good, of course, some things that I made, make me feel sad, and I wish I could change it, but I think that...
Your ESL placement options:

1) **Faculty Recommendation** is the course ESL professors believe you should enroll in, according to the writing you did during assessment.

2) **Self Placement Results** is the course you selected on your own, according to the English proficiency statements you chose during assessment. This course is based on how you self-rated your own English level.

You may choose one of the course placements above, or you may select another course below your highest placement. [Click here to see a description of our course levels to help you choose](#)

If you have questions about what course is best for you, or if you think you should be in a higher or lower course, including transfer level WR 1, please contact a counselor or ESL professors Rebecca Beck (rbeck@ivc.edu) or Jeff Wilson (jwilson80@ivc.edu) for more information.
• Students placed into an ESL course have the ability to advocate their “AB 705” right

• Once they have an ESL placement, they can meet with a counselor or ESL dept chairs to review this ESL placement

• ESL chairs and counselors have a lengthy meeting with students to choose the best English or ESL course. These conversations include throughput data, sample essays, course readings, and course requirements

• Student has the final say on what course they want to enroll in

• ESL dept is tracking these advocacy placement to gather data on ESL student success in TLE
Data Collection & Tracking

• ESL vs. Native (GSP)

• Separate ESL MMs placement:
  1. Writing sample (ESL faculty rating)
  2. Self-rated proficiency (student self-placement)

• Actual course-taking vs. recommendation

• Success and throughput rates: Are any students being harmed? Are any groups being disproportionately impacted?
Thank you

Rebecca Beck: rbeck@ivc.edu
WEBINAR: AB 705 IN ACTION! RESULTS FROM EARLY IMPLEMENTERS
September 11

WEBINAR: ACCESS, ENROLLMENT AND SUCCESS: STATEWIDE RESULTS FOR TRANSFER-LEVEL ENGLISH AND MATH
September 27

WEBINAR: ESL AND AB 705: RESEARCH AND IMPLEMENTATION
Wednesday, October 16 – 12 to 1 pm
https://cccconfer.zoom.us/j/961620865

WEBINAR: ANALYSIS, EVALUATION AND COLLABORATION: AB 705 FOR INSTITUTIONAL RESEARCH PROFESSIONALS
Wednesday, November 13 – 12 to 1 pm
https://cccconfer.zoom.us/j/293011422